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NEW YORK CITY FOREIGN LANGUAGE PROGRAM FOR SECONDARY SCHOOLS. GERMAN, LEVELS 1-4.

BY- NEWMARK, MAXIM AND OTHERS

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A PROGRAM OF CURRICULUM REVISION HAS RESULTED IN A CURRICULUM GUIDE WHICH DELINEATES THE AIMS, TECHNIQUES, CONTENT, AND SCOPE OF GERMAN INSTRUCTION AT EACH LEVEL OF A 4-LEVEL SEQUENCE IN THE SECONDARY SCHOOLS OF NEW YORK CITY. A MODIFIED AUDIOLINGUAL APPROACH IS STRESSED AND SPECIFIC TECHNIQUES ARE SUGGESTED FOR TEACHING LISTENING, SPEAKING, READING, AND WRITING SKILLS, AND FOR PRESENTING CULTURAL TOPICS. CHECKLISTS OF TOPICAL VOCABULARY ITEMS AND REQUIRED GRAMMATICAL STRUCTURES ARE GIVEN FOR EACH LEVEL. OTHER TOPICS DETAILED ARE TEXTBOOKS AND AUDIOVISUAL RESOURCES, TESTING AND EVALUATION, THE ADVANCED PLACEMENT PROGRAM, TEAM TEACHING, AND PROGRAMED INSTRUCTION. A BIBLIOGRAPHY OF GENERAL AND SPECIFIC REFERENCES FOR TEACHERS IS GIVEN. THIS DOCUMENT IS AVAILABLE FOR $4.00 FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATION SALES OFFICE, 110 LIVINGSTON ST., BROOKLYN, NEW YORK 11201. (AB)

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New York City
Foreign Language Program for Secondary Schools

GERMAN

Levels 1-4

BOARD OF EDUCATION OF THE CITY OF NEW YORK

CURRICULUM BULLETIN • 1966-67 SERIES • NO. 11c

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Foreign Language Program
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FOREWORD

This publication, *New York City Foreign Language Program for Secondary Schools: German, Levels I-IV,* is the outgrowth of a comprehensive foreign language program of curriculum development, evaluation, and revision.

The publication is intended to serve as a guide to teachers and supervisors in teaching the fundamental language skills, in using audio-lingual techniques and in developing an understanding of Germany, its culture and its civilization.

In presenting this bulletin, we express deep appreciation to members of the New York City school staff and of the academic community who assisted in its production.

HELENE M. LLOYD
Acting Deputy Superintendent
Office of Curriculum

April, 1967

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At various stages of its development the bulletin, which was an outgrowth of the Foreign Language Revision Program initiated under Theodore Huebener, former Director of Foreign Languages, benefited from the guidance and counsel of David A. Abramson, Assistant Director, Bureau of Curriculum Development; the late Jacob H. Shack, Assistant Superintendent; Martha R. Finkler, Acting Associate Superintendent, now retired; and the late Deputy Superintendent, Joseph O. Loretan.

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A program of this type enlists the cooperation of hundreds of teachers in making suggestions and in trying out, reviewing, and evaluating materials. Many staff members devoted all or a substantial block of their time to some phase of the production program. The lists which follow reflect their contributions:

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INTRODUCTION

Foreign languages in the public schools of the United States have in the past been studied primarily for their cultural and literary values. Given a meager allotment of time, the linguistic objectives of foreign language study were often limited to the development of reading skill. In many instances, an undue amount of instruction time was devoted to translation and to grammatical analysis in English. As has been increasingly evident, the outcomes of such instruction have proved to be inadequate to the foreign language needs of our citizens and of our government in the present-day world.

The supersonic jet and swifter forms of world-wide communications have contracted the globe, and the need to communicate with our neighbors abroad has become all the more imperative. Our international relations are constantly expanding as we endeavor to build and maintain alliances for securing the peace, to provide technicians and material assistance to underdeveloped countries, to engage in international cooperation in science, technology and business, and to promote large-scale cultural exchanges of students, teachers, artists, musicians, and leaders in many fields. The importance of acquiring a working knowledge of foreign languages is constantly increasing as our far-flung activities and our destiny grow more and more intertwined with those of other peoples.

The fact that the study of foreign languages has become vital to the national interest has been dramatized through the National Defense Education Act (1958) and the creation of the Peace Corps (1961). The resulting challenge to the schools was taken up in the revised New York State foreign language syllabi (1960 et seq.) by emphasizing foreign language as a means of oral communication and by recommending longer sequences of foreign language study. In [illegible]sonance with the New York State syllabi, the New York City Foreign Language Program for Secondary Schools stresses an audio-lingual approach and provides four to six year sequences of foreign language study.

In addition, this curriculum bulletin incorporates recent modifications of the predominantly linguistic orientation which prevailed during the initial stages of the new trend in foreign language teaching. These modifications are chiefly reflected in motivational activities, in a reaffirmation of the importance of *meaning* as opposed to mechanical repetition, and in the greater flexibility accorded to pre-reading instruction, thus affording the possibility of a somewhat earlier exposure to the graphic symbol than had formerly been advocated. An attempt has thus been made to balance the earlier subject-centered emphasis of applied linguistics by favoring a learner-centered approach.

PURPOSES AND USES OF THIS BULLETIN

This publication represents the culminating stage of the German curriculum project developed as part of the New York City Foreign Language Revision Program for Secondary Schools.

In the course of the revision program, a total of 23 different experimental bulletins appeared from 1962 through 1965 in the form of separate fascicles for five levels of instruction in French and Spanish, and four levels in German, Hebrew, Italian, Latin, and Russian. These bulletins were used experimentally in all the junior and senior high schools in New York City. They were then evaluated by teachers, chairmen, coordinators, and other supervisory personnel, both individually and in committee. On the basis of this evaluation, a number of revisions and editorial rearrangements were made. Finally, all the fascicles dealing with a particular language were combined into a single bulletin for that language.

The completion of this bulletin for German, Levels I - IV, fulfills the aim stated in 1962 in the first of the experimental bulletins, namely, "to provide our foreign language teachers with a syllabus which is in consonance with the New York State syllabus, with the new organization affecting foreign languages in the junior high schools, and with the newer audio-lingual techniques."

This bulletin is intended to serve as a guide to teachers of German in:

1. following the scope and sequence of course content
2. teaching the fundamental language skills
3. teaching the culture and civilization of Germany
4. using audio-lingual techniques

5. preparing and using dialogues and pattern drills
6. carrying on a program of motivational activities and projects
7. using audio-visual aids and the tape recorder
8. using the language laboratory
9. employing effective criteria for textbook selection
10. adapting textbooks to audio-lingual teaching
11. planning homework assignments
12. planning and scheduling supplementary reading and reports
13. improving inter-divisional articulation
14. constructing tests and comprehensive examinations

Foreign language chairmen, supervisors, and coordinators will be guided by this bulletin in:

1. preparing departmental courses of study
2. orienting teachers to the principles and practices of foreign language teaching
3. preparing model lesson plans and teaching materials for department use
4. evaluating textbooks and audio-visual aids
5. planning department programs for the use of audio-visual aids
6. planning for the effective use of the language laboratory
7. promoting inter-divisional articulation
8. setting up a department program of motivational and enrichment activities
9. organizing a department-wide supplementary reading program
10. formulating directives to teachers for pupil orientation to Regents and other comprehensive examinations
11. planning inter-divisional and departmental testing programs
12. evaluating the general program of foreign language instruction

This bulletin is a fairly comprehensive source book of language learning theory and of activities, procedures, techniques, and devices employed in foreign language teaching and learning. Considering the heterogeneity of the New York City school population, the vast range of interests and abilities, and consequent variations in rate of progress, there is an urgent need for individualization of instruction to achieve maximum learning for each group. It follows then that local adaptations of this bulletin are essential, whether divisional, departmental, or inter-class. It is not expected that teachers will attempt to adopt all the suggestions offered, but rather that they will make selective use of the activities described herein, depending on the individual needs, interests, abilities, and previous achievement of the class.

By couching its principles and delineation of topics in the form of suggestions, this bulletin gives considerable leeway to the individual resourcefulness, creativity, and initiative of teachers. This is particularly so in such matters as devising means to sustain pupil interest, making and collecting illustrative materials, exploiting the full potential of the tape recorder, and creating situations for pupils to use the foreign language both in and out of class.

LEVELS AND GRADES

To clarify references to grades and sequences, the term *level* is used rather than grade or year. Since this curriculum bulletin is designed to be uniform for both junior and senior high schools, Levels I and II, which may be taught in either division, are treated together.

The notion of *levels* of foreign language instruction is based on a more or less empirical system of (a) subject matter organization and (b) relative rates of acquisition of subject matter plus skills at different stages of education. Thus, the fundamental linguistic subject matter of a foreign language may be organized into three parts: Elementary (Levels I and II), Intermediate (Levels III and IV), and Advanced (Level V, Advanced Placement). As for the rate of acquisition, it is usually said to be the amount of foreign language subject matter plus skills that can be acquired by a normal pupil in 1 year of senior high school (at 5 periods per week) and 2 (or 3) years of junior high school (at a smaller number of periods per week). This ratio is, of course, approximate and may vary, depending on the previous knowledge, motivation, ability, and maturity of the pupils as well as on the school organization and on the number of periods allotted to foreign language study.

By using the system of levels, confusion is eliminated regarding a pupil's year or grade in school and his stage of advancement in foreign language study (i.e., his level). Furthermore, in the event of changes in school organization, only minor rearrangements of subject matter need be made. Organization by levels also makes possible many schemes of level-grade relationships as between junior and senior high schools. In addition, variations can easily be made to provide acceleration for pupils who are highly proficient in foreign languages.

AIMS OF FOREIGN LANGUAGE INSTRUCTION

General Aims

The general aim of instruction in foreign languages is to develop in pupils the skills needed for effective communication in the foreign language.

A concomitant aim is to develop in pupils an understanding of the foreign people, of their country, and of their culture.

Specific Aims

Linguistic Aims

1. To understand the foreign language when spoken by a native at normal tempo and on a topic within the pupil's experience.
2. To speak the foreign language on topics within the pupil's experience with sufficient clarity to be understood by a native.
3. To read with direct comprehension material within the pupil's experience.
4. To write in the foreign language on topics within the pupil's experience.

Cultural Aims

1. To develop an enlightened understanding of the foreign people through a study of their contemporary life, their patterns of behavior, and their national customs and observances.
2. To acquire specific knowledge regarding the geography, history, economic life, and educational and political institutions of the foreign people.
3. To acquire attitudes conducive to intercultural harmony through a study of the contributions of the foreign people to the development of the United States and of world civilization.
4. To develop cultural and esthetic appreciations through a study of the foreign country's art, music, literature, science, and contemporary art-forms, such as drama, film, dance, and design.
5. To promote growth in the language arts through the development of language consciousness.

Part One

THE LEVELS OF FOREIGN LANGUAGE INSTRUCTION

LEVELS I AND II

AIMS FOR LEVEL I

Expected outcomes of the audio-lingual approach integrated with reading and writing activities:

1. Facility in speaking German in everyday situations within the content scope of Level I.
2. The ability to understand the German language when spoken at normal speed on subjects within the content scope of Level I.
3. The ability to read in German, with direct comprehension, what has been mastered audio-lingually.
4. The ability to copy in writing and to write from dictation German that has been heard, spoken and read.
5. The acquisition of an introductory knowledge regarding the life and customs of the German people.

AIMS FOR LEVEL II

Expected outcomes of an audio-lingual approach integrated with reading and writing activities:

1. The ability to speak German with reasonable fluency on topics within the content scope of Levels I and II. This ability is demonstrated by immediate and appropriate responses in German to questions, cues and other stimuli, by the ability to ask appropriate questions, and to make meaningful statements in German.
2. The ability to comprehend the German language directly when spoken by a native on topics within the scope of Levels I and II. Such comprehension is demonstrated by immediate and appropriate actions, or by appropriate verbal or written responses in German.
3. The ability to read with direct comprehension both known and new material on topics within the scope of Levels I and II. This ability is demonstrated by correct phrasing, stress and intonation in oral reading and, in silent reading, by appropriate verbal or written responses in German, to content questions or other comprehension checks.

4. The ability to write in German what has been heard, spoken and read, within the scope of Levels I and II. This ability is demonstrated in writing memorized dialogues, dictations, cued responses, answers to questions, and directed compositions.
5. The acquisition of specific knowledge regarding the life, customs and observances of the German people, the geography and climate of their country and German cultural islands in the United States.

GUIDING PRINCIPLES, LEVELS I AND II

1. German instruction should be conducted in accordance with psychological principles of learning. Subject matter should be presented in easily assimilable units. Each unit should be suitably motivated. Overlearning and reinforcement should be employed to promote retention of subject matter and mastery of skills.
2. The audio-lingual approach emphasizes language as a means of oral communication; hence there should be maximum use of German at all times by the teacher and pupils. The use of English in the German classroom should be kept to a minimum. Classroom routine* should be conducted in German. English should be used only when necessary; i.e. (a) to give the meaning of highly contrastive structures; (b) to provide cues for recall drill of such structures; (c) to develop and formulate generalizations or rules of grammar; and (d) to give the meaning of words and phrases that cannot be readily defined or explained in German.
3. The sequence of learning German should be: listening, speaking, reading, writing.
4. Pupils should learn the basic sound system of the German language in functional expressions *before* learning to read and write it. This should occur during a "pre-reading phase" of audio-lingual instruction.
5. It is recommended that approximately the first 20 class sessions of Level I be devoted to the pre-reading phase of German instruction. Since the optimum duration of the pre-reading phase cannot be uniformly established for all classes and languages, local decisions by experienced teachers and supervisors will be necessary. Such decisions will take into account the following: (a) the maturity of the pupil, and (b) the particular language being studied. With regard to pupil maturity, the pre-reading phase would tend to be

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*See page 98 for a list of routine classroom occasions which provide opportunities for using German.

longer in the lower grades and shorter in the higher grades. With regard to a particular language, the pre-reading phase would tend to be longer for languages with Roman alphabets and non-phonetic spelling (French), and shorter for languages with Roman alphabets and phonetic spelling (German, Italian, Spanish). It would also tend to be shorter for languages with non-Roman alphabets (Hebrew, Russian).

6. Grammar should be learned as structural patterns of language, with a maximum of drill to automatize responses and a minimum of theoretical analysis. It is more important for the pupil to learn German than to learn how to discuss it in English. However, meaning should never be ignored in favor of mechanical drill and rote memorization. Both analysis and analogy should be employed in the learning process.
7. Among the goals of instruction is the development of the ability of *direct* auditory and reading comprehension. This means that translation should be avoided as a teaching procedure.
8. The necessity for intensive ear training and for habit formation in oral expression makes the use of the language laboratory and of classroom electronic equipment an essential part of audio-lingual teaching and learning.
9. Visual aids, such as slides, filmstrips, pictures, charts, models, costumed dolls, etc., should be employed to teach and drill vocabulary, and to promote oral production in the German language.
10. The cultural aspect of the study of German should be integrated with the linguistic aspect. Particularly in the early phases, when class time is needed for audio-lingual drill, emphasis should be on the language itself as a cultural manifestation. However, in order to insure common learnings of basic cultural data and insights, specific cultural topics are prescribed.

DEVELOPING THE LANGUAGE SKILLS, LEVELS I AND II

The methods to be used by the teacher in audio-lingual instruction are determined by the aims and guiding principles previously set forth. Similarly, all classroom activities must be planned and carried out in such a way as to promote these aims and principles. Although the teaching suggestions below are listed separately under the four skills which constitute language competence, this is only a procedural convenience and is by no means intended to suggest that these skills are separate entities. On the contrary, language learning is an organic process in which each skill is dependent upon and reinforces the other. Auditory comprehension, for example, involves listening, understanding and, usually, responding by word or deed; hence, the linked concept, "audio-lingual" skill. Whether the components of this skill are taught and learned simultaneously or sequentially, they are always interactive and interdependent.

Ear Training

In learning German, the listening experience precedes understanding and speaking. When the speech sounds that strike the pupil's ears are directly linked in his mind with meaning, the pupil may be said to comprehend audially what is being spoken. It is the teacher's function to establish this direct linkage of sound and meaning by constant and repeated exposure of the pupil to the sound of German in the form of functionally used basic speech patterns.

The voice which the beginning pupil will hear is most often that of the teacher. Listening to the teacher pronounce phrases and speak or read aloud in German, with clarity, distinct enunciation, appropriate facial expressions, and with gestures, should induce the pupil to concentrate on sounds, intonation, stress, and meaning. The teacher should gradually increase the listening experiences of his pupils by the use of discs or tapes in the classroom or in the language laboratory, where the pupils can be isolated from listening to their classmates' mistakes. German films, and radio and television programs also provide valuable ear training when purposefully integrated with class work.

To develop auditory comprehension, the pupil must be trained to listen attentively and with discrimination. His ability to listen attentively depends largely on motivation; his ability to listen with discrimination depends on knowing what to listen for, and intensive practice in guided listening. Curiosity and the novelty of learning a foreign language may be the initial motivation for listening, but these may soon wane unless a stronger motivation is established. Such motivation depends on the intrinsic interest of what the pupil is listening to; its pertinence to his experience; his conscious awareness of the purpose of the listening; precise instructions as to what to listen for; and gratification resulting from the success of the listening, i.e., comprehension.

In preparing materials and planning activities designed to provide ear training, the teacher should be guided by the following principles:

1. The spoken subject matter should have intrinsic interest and should be related to present or potential student experience.

2. Listening should be followed by oral reproduction or responses so that the student comes to realize as a matter of direct personal experience that accurate oral reproduction depends in the first instance on accurate listening and understanding.
3. To insure that students know what to listen for, the teacher should provide suitable motivation, based on content, before the first listening. After the first listening, there should be an analysis only of those sounds and structures which have caused comprehension difficulties. Repeated listening thereafter will fortify the sound-meaning linkage necessary for proper ear training.
4. A comprehension check should follow the listening experience. To be valid in audio-lingual instruction, the comprehension check should operate exclusively in German. Translation into English will defeat the aim of achieving direct comprehension.

Speaking

As already indicated, the ability to speak German is developed concurrently with the ability to listen with auditory discrimination and comprehension. A pupil must be able to hear and understand before he can be trained to imitate what has been spoken. Effective oral communication in a given language depends on the ability to produce rapidly the characteristic sounds and intonation of that language; i.e., the ability to pronounce correctly and without undue hesitation the normal structural patterns of the language. Acquiring this ability is essentially a matter of habit formation, which implies intensive drill.

From a practical point of view, the development of good pronunciation by the pupil depends on the good pronunciation of the teacher, and on the teacher's constant insistence on accurate repetition. Until basic habits of speech production have been established through guided practice with the teacher, it is advisable not to use recorded native speech for mimicry drill. Recorded speech can never adequately replace the live example of the teacher because it offers no visual clues to articulation and does not react to pupil errors. The key, therefore, to accurate pronunciation and intonation is teacher-guided imitation and repetition. Beginning with repetition of whole units of oral expression, oral skill is gradually expanded through repetitive drill designed to give the pupil habitual control of basic forms and structures, and the ability to vary and transform them automatically, as required.

Speech can be analyzed into articulation, stress, intonation, etc., but to the beginning pupil, after being trained to listen and understand, speech appears as a continuum of meaningful sounds, and it should be learned as such. Analysis should be confined to remedial purposes and employed only when necessary. No amount of theory as to how speech is produced can replace guided practice in actually producing it. The fact that one learns to speak by speaking is not merely a truism; in audio-lingual instruction it is an inescapable imperative.

In preparing materials and planning activities to teach pronunciation and speaking, the teacher should be guided by the following principles:

1. After initial hearing and understanding, repeated mimicry to the point of automatic recall represents the first stage of learning to speak the foreign language; hence the importance of memorizing dialogues, conversations, action series and responses.
2. At this stage, frequent choral recitation will overcome shyness and maximize participation. Language laboratory techniques may be used for mimicry drill but only to fortify what has been previously learned by guided imitation of the teacher. Speech analysis should be used for eliminating inaccuracies of oral production that do not yield to repeated attempts at imitation.
3. Development of speaking facility follows as the result of growth in articulatory control of word-structure patterns. Such control is achieved through various types of word and structure drills; e.g., substitution, replacement, cued responses, variation, transformation, directed conversation, and independent responses.

Reading

After mastering the basic auditory and vocal skills in the ways described above, the pupil will have reached a state of "reading readiness" in regard to matter previously heard and spoken. Visual interference or blockage due to sound-spelling differences between English and the foreign language will generally be minimized as a result of pre-reading, audio-lingual instruction. Furthermore, just as there is an interdependence between understanding and speaking, there is a similar interdependence between reading and writing, so that practice in writing (copying, dictation, etc.) will facilitate the visual recognition of printed words which is essential for fluent reading.

The transition to the reading of new material can begin in the same sequence as posited in the guiding principles for the learning of language in general; namely: *listening* (oral reading or paraphrase by the teacher) ; *speaking* (oral repetition by pupils; answers to questions); *reading* (first chorally, then individually); and *writing* (completions or whole-sentence answers to content questions).

Intensive Reading

Fluency in reading is dependent on quick recognition and comprehension of printed words and structure patterns. Such recognition will facilitate the rhythmic progression of lateral eye movements which is characteristic of fluent reading with comprehension. Failure to recognize these patterns results in pauses and regressive eye movements which are symptomatic of decoding or translating processes and hence the direct antithesis of fluent reading. In view of these factors, teaching the reading of new material should begin with advance clearance of possible blocks to pronunciation and comprehension; that is, with the study of the pronunciation and meanings of new words and new or complex syntactical items. This should be done by the teacher during his first reading or paraphrase and, ideally, should be conducted entirely in German (by means of synonyms, antonyms, examples, definitions and simplified restatement). These items should be written on the board, explained and pronounced by the teacher, and then repeated chorally by the class to insure correct pronunciation in subsequent individual reading and responses. Not until this advance clearance of blocks has been accomplished can pupils be expected to read new material with fluency and comprehension.

The following steps are suggested for the intensive reading lesson:

1. After initial motivation, the teacher paraphrases or reads the passage, in whole or in part, asking questions in German to check comprehension. To insure attention, books are closed during this first step.
2. As new words or phrases are encountered, they are listed on the board and their meanings taught by means of synonyms, antonyms, examples, definitions, cognates, word analysis, contextual inference, etc. The teacher leads the class in choral pronunciation of the listed items.
3. Books are opened and the teacher reads a part of the passage orally, with suitable expression and dramatic effect. He points out the new items on the board as he comes to them in the course of his reading. He then leads the class in choral reading of the same selection.
4. If the content is simple, the teacher may then immediately call on individual pupils to read the same selection orally. Otherwise, the class first reads the selection silently and the teacher asks compre-

hension questions before requiring individual oral reading.

5. The entire passage or story is then read in phases, alternating choral, silent, and individual oral reading. If the reading passage is lengthy, selected parts of it may be covered by silent reading only, according to the procedure explained below under "Silent Reading."
6. The teacher, or a selected pupil, writes questions and/or comprehension exercises on the board, the answers to which will form a summary of the entire passage or story. If the passage or story is long, a prepared question-slip can be given to a pupil at the end of each phase of the reading so that all questions and answers will be on the board by the time the entire passage has been completed.

Silent Reading

At a later stage, extensive silent reading of new material should be practiced for rapid grasp of content and greater extent of coverage. In silent reading, pupils should be trained in techniques of inference from cognates, word analysis and context (the "intelligent guess"). Also appropriate at this point is instruction in the discriminative use of end vocabularies and of the bilingual dictionary. Silent reading should be carefully controlled to avoid superficial skimming of the printed text. After initial motivation, the teacher writes on the board the page and line limits of the selection to be read; the time allowed for completing the reading; clues to clearance of comprehension blocks; and key questions to guide the reading and permit self-checking of comprehension. While the pupils read silently, the teacher walks around the room to render individual assistance. An oral summary based on the key questions, or a written comprehension quiz concludes the silent reading lesson. Silent reading may also be combined with intensive reading, especially in lengthy reading passages.

Supplementary Reading

Supplementary reading in German may be started in Level II and continued at every level thereafter. In the beginning, only selections keyed to the textbook, or "plateau" readers on the second level, preferably with marginal vocabulary, should be used. Readers with high density of new vocabulary and structures should be avoided during the early levels. It is also advisable to avoid the use of bilingual readers, i.e., those with alternate pages carrying a complete translation of the foreign text. The temptation to read only the English is too great for most pupils.

Outside reading in English is justifiable in foreign language study because it enables pupils to explore German cultural backgrounds some years before they can achieve sufficient mastery in reading German on a level comparable to the interest and maturity of their English reading. It will therefore help to maintain interest in the study of German, contribute to the aim of cultural enrichment, and provide correlation with other subject areas (English, Social Studies, etc.). Supplementary reading in English will also enable the teacher to plan a regular schedule of homework assignments during the pre-reading phase of audio-lingual instruction. However, this type of reading is of minor importance linguistically because one obviously does not learn to read German by reading English.

An adequate supplementary reading program would require the following: (a) provision of a library devoted to foreign languages; (b) a generous stock of books, newspapers and magazines, both in English and in German, with several copies of each title, and including prose, fiction, poetry, drama, travel, biography, science, history, sports, etc., and (c) annotated reading lists classified by levels.

A recommended procedure is the following: (a) pupils consult the reading lists for their particular level and record their choices on slips; (b) each pupil reads to the class the description of his chosen book and gives a reason for his choice; (c) the teacher sets up a schedule of dates for reports, and supplies the class with mimeographed outlines to be filled in by the pupils (see p. 144 for a suggested outline); (d) interim reports may be given to check on progress and to maintain interest; (e) reports may be oral or written and should follow the outline supplied by the teacher; (f) one report per day can be taken up in the first few minutes of the lesson. *Caution:* not more than twenty minutes per week should be devoted to such reports.

The following is a recapitulation of the principles to be observed by the teacher in planning activities to promote reading skill and in selecting or preparing reading materials:

1. Reading readiness is reached at the end of the pre-reading phase of audio-lingual instruction, i.e., after the pupils have mastered the basic sound-structure patterns of German. In the beginning, pupils should read only what they have learned to understand and to pronounce.
2. The transition to the reading of new material should be through intensive reading instruction and should follow the learning sequence of listening and repeating before reading. Blocks to com-

prehension and fluency should be cleared up before the reading begins.

3. Silent reading for quick grasp of content should be systematically practiced in addition to intensive reading. Definite timing, comprehension clues and content questions provide the necessary controls.
4. Supplementary reading, preferably in German, requires graded reading matter on about the same level that pupils have attained through audio-lingual practice and intensive reading.
5. Reading matter should have intrinsic interest, cultural value, and should correspond to pupil experience, real or potential.

Writing

The skills of direct comprehension in listening to and in reading German are reinforced by writing what has been heard and seen. Similarly, the correct writing of what the pupil can pronounce may act as a reinforcement of speaking skill, especially for visual-minded pupils. However, the frequent disparity between sounds and the different ways in which they can be spelled, not only within the German language, but as contrasted with English, make it advisable to postpone systematic practice in writing until the pre-reading phase of audio-lingual instruction has been completed; i.e., soon after the pupils have been introduced to reading. However, a limited amount of writing in German during the pre-reading phase of instruction may be introduced. Such writing activities are to be treated as a part of word study and may include labeling or the printing of titles or captions. This may be done on outline maps, pictures of objects in a room, color charts, pictures of members of the family, animals, flowers and trees, floor plans, furniture, etc. Compiling a picture dictionary is also a valuable means of vocabulary learning. Activities of this type are designed to promote "writing readiness" and are suitable in Level I as a prelude to imitative writing, especially for younger children.

Imitative Writing

When first introduced systematically, writing should be practiced with subject matter which the pupil has already mastered audio-lingually and experienced visually through reading. Such writing is termed "imitative writing" and consists of copying memorized or familiar material. Imitative writing should be practiced frequently, using a few key sentences taken from a dialogue, or other material, a lesson or two previous to the one currently being learned. Writing memorized or familiar material from dictation is a more complex form of practice which, at this stage, should be done only with material that has first been practiced by copying. New material should be avoided, since the aim is not to have the pupils synthesize the spelling haphazardly, but rather to achieve automatic accuracy in reproducing the sound-spelling patterns of German. Using complete phrase or sentence units in coherent context will prevent imitative writing from becoming a mechanical exercise devoid of meaning.

Dictation

A further variation of imitative writing would extend to the copying and, later, writing from dictation, of already memorized dialogues, dialogue adaptations, drills, and rhymes or songs. A transition from imitative writing to dictation is "spot dictation," in which the teacher reads an entire sentence which the pupil sees on his practice sheet, but with one word missing, which he supplies in writing. After reading has been introduced, short selections from a reading passage may be used for copying practice and for subsequent writing from dictation. For dictation purposes, the passage should consist of a few lines in context, carefully screened to eliminate unfamiliar vocabulary and structures. Where such screening would disrupt the context, the teacher should write the unfamiliar items on the board for the pupils to copy.

When planning a schedule of dictations, the teacher should keep the following in mind: (a) dictation should be given at regular and frequent intervals as a reinforcement of auditory comprehension, as an aid to retention, as a review, and as a diagnosis of errors; (b) the passage selected should be closely related to the particular structural point, idiom, or pronunciation topic being taught or reviewed; (c) the time element should be carefully controlled so that dictation is only part of a larger language learning unit and not an end in itself; (d) the same dictation may be given later for re-teaching or testing; (e) the pupil should keep dictations in a notebook so that he will have a record of his errors and corrections to be reviewed before the next dictation; (f) gifted pupils or native speakers should be trained to give dictations and conduct correction work; (g) recorded dictations may also be used for dictation practice.

A suggested procedure for administering dictation is: (a) the teacher selects a reliable pupil to write his dictation on the rear board; (b) before the first reading, the teacher introduces the passage with a brief motivating comment; (c) he reads the entire passage at normal tempo while the pupils listen; (d) at the second reading, the teacher reads the passage in breath groups, giving punctuation in the foreign language, while the pupils write; choral repetition may ensue at this point before the pupils write; (e) a third reading follows at normal tempo while pupils proofread their work, correcting errors and filling in omissions; (f) pupils may then exchange papers for correction; (g) the class volunteers suggestions for correcting the work at the rear board; (h) corrections are made by the class secretary and the entire corrected passage serves as a model for the corrections being made by the class; (i) a final critique summarizes the most common errors and the techniques for avoiding them in future written work.

Guided Writing

After the basic sound-spelling patterns of German have been mastered through imitative writing and dictation, practice in writing short completions or answers may be started. Since this intermediate phase in the development of writing skill consists of short, written responses guided by the teacher, such writing practice is termed "guided writing." Included in this type of writing are (a) completions of statements based on dialogues; (b) completions of pattern drills; (c) answers to dialogue questions; and (d) answers to reading-comprehension questions. Careful grading of all these forms of writing stimuli is necessary to keep the written responses on the same level which the pupils have attained audio-lingually and visually. Progression in difficulty should be gradual so as to minimize errors.

Controlled Writing

A subsequent stage of writing practice begins with the writing of directed dialogue; i.e., the teacher instructs the pupils, either in English or in German, to write what they would say or ask or do in a given dialogue situation. Accurately written responses of this type depend on previously acquired facility gained through transformation and substitution drills. Since the written responses are controlled by the teacher's instructions relative to dialogue variation, this type of writing practice is called "controlled writing." Similar transformation of dialogue material, controlled by the teacher, includes the writing of dictated dialogue with tense or person changes. After basic reading skills have been established, further controlled writing can be done by rewriting a narrative passage in dialogue form, or vice versa. Rewriting a dialogue or reading passage in the form of a letter represents a more advanced type of controlled writing. The culminating stage of controlled writing is reached with the writing of a summary, entirely in the foreign language, either of a dialogue or of a reading passage. The summary may first be done orally, with oral or written cues supplied by the teacher. Written cues or a phrase outline on the board will then control the final summary.

The following is a summary of the principles to be observed by the teacher in planning and carrying out a systematic program to develop writing skills:

1. The aim of writing practice is to achieve automatic accuracy in reproducing in written form the sound-spelling patterns of the German language.
2. Systematic practice in writing German begins after the pre-reading phase of language learning. During the pre-reading phase, a program of writing or printing which leads to "writing readiness" may accompany word study. Activities leading to "writing readiness" consist chiefly of labeling pictures, charts and maps, and of compiling picture dictionaries.
3. Development of writing skill progresses from simple to increasingly complex forms of writing practice on the principle of "minimal increment"; i.e., the addition of one new feature at a time to reduce possibilities of error.
4. After "writing readiness" activities, the simplest forms of German writing practice are copying and writing from dictation previously memorized or familiar material; i.e., "imitative writing."
5. Dictation of familiar material should be a part of every language learning unit. Passages for dictation should be keyed to the level of audio-lingual and reading mastery already attained by pupils.
6. Next in order of complexity after imitative writing is practice in "guided writing" of short completions or answers. Written responses expected of pupils should not exceed levels already attained.
7. "Controlled writing" begins with the writing of dialogues and progresses to the writing of dialogue adaptations and pattern drills. More advanced forms of controlled writing include changes of form from narrative to dialogue and vice versa. The writing of cued summaries is the final phase that leads to directed composition.

PATTERNS FOR DRILL

Constructing and Using Pattern Drills

Pattern practice is essentially "the learning of language structure through the repetition of utterances in which the patterns (of sound, order, form and choice) are either identical or have only small and consistent differences." (Politzer: see *Bibliography*) With many repetitions and manipulations of acceptable, meaningful utterances drawn from the basic dialogues, pupils perceive the pattern and begin to automatize it. Learning is carried on through the language; grammatical analysis gives way to learning by analogy; class time is devoted almost entirely to the building of language habits instead of to the development of language rules.

Politzer identifies a pattern or structure as "the common element of different sentences or phrases which have the same *structural* meaning." A single sentence, clause or phrase in the foreign language is not a pattern in itself but an example of a pattern. The pattern gives the grammatical relationships; the structural meaning remains the same even when lexical items in the utterance are replaced. In the utterance *Dieser Junge heisst Karl,* we may substitute *dieser Knabe, dieser Mann, dieser Student, dieser Schüler,* etc., for *dieser Junge,* and/or we may substitute *Hans, Willi,* or *Johann,* etc., for *Karl* without altering the basic structural meaning or the grammatical relationships. The many new responses created from the original pattern example will help to develop an automatic response to the overall pattern which has remained constant.

Pattern Example: *Dieser Junge heisst Robert.*

Substitution 1.	*Dieser Sohn*	*Dieser Sohn heisst Robert.*
Substitution 2.	*Hans*	*Dieser Sohn heisst Hans.*
Substitution 3.	*Dieser Schüler*	*Dieser Schüler heisst Hans.*
Substitution 4.	*Willi*	*Dieser Schüler heisst Willi.*
Substitution 5.	*Dieser Mann*	*Dieser Mann heisst Willi.*
Substitution 6.	*Johann*	*Dieser Mann heisst Johann.*
Substitution 7.	*Dieser Student*	*Dieser Student heisst Johann.*

The pattern example *Dieser Junge heisst Karl* may be called a frame with three slots.

Slot 1	Slot 2	Slot 3
Dieser Junge	*heisst*	*Karl*

In the substitution drill outlined above (a progressive substitution) slots one and three are replaced alternately. Earlier drills with the pattern example would have comprised a series of substitutions with slot one, followed by a series of substitutions with slot three and culminating with the progressive substitution.

Pedagogical Values of Pattern Drills

1. Many repetitions and manipulations of authentic patterns of speech enable students to automatize responses more rapidly.
2. Emphasis upon analogy through foreign language patterns presented and practiced audio-lingually eliminates obstructive features of grammatical dissection and formal terminology.
3. Students are made to produce correct utterances from authentic models; they do not construct or create utterances of their own.
4. Correction is immediate.

Developing Pattern Drills

Many recent foreign language textbooks include in the pupil edition and/or in the teacher's manual a variety of pattern drills. Until such texts are adopted uniformly, it will be necessary for the teacher to adapt a traditional text, developing patterns as examples from text material. The following suggestions may be useful in the selection of pattern examples and in the development of pattern drills.

1. The model sentence should come wholly or in large part from the dialogue or text material.
2. Select for extensive drill those frames which differ most widely from the native language in sound, order or form.
3. Drill one structure at a time.
4. Employ sufficient practice for mastery of the structure being drilled.

Conducting Pattern Drills

1. The drills are to be introduced and conducted orally without reference to the written symbol.
2. Several choral repetitions of pattern models and variants (pattern examples with appropriate changes) are made.
3. Specific instruction—in English if necessary—must be given to pupils on the change to be made and the way to make it.
4. After a sufficient number of complete repetitions, the teacher's cue is followed by choral, group and individual responses.
5. The tempo should be rapid, encouraging immediate responses and discouraging analysis or translation.
6. A grammatical generalization may be given after the drill is completed.

Dialogues and Related Drills

An analysis of a suggested unit for Level I which includes a dialogue and a series of related drills will provide concrete suggestions for the development of suitable classroom activities.

The basic dialogue is the "core" of the unit. "It is important for drills to be related to actual situations that may be encountered in the country or countries where the language is spoken. The relationship between the structural patterns and real situations is best determined through the medium of the dialogue." (Belasco: see *Bibliography*)

1. The dialogue should be relatively short, consisting of no more than eight lines.
2. No more than two or three roles should be included in a context of situational interest to adolescents.
3. The learning procedure should include:
   a. *Exposition or English Equivalencies*
   Students should be given the English equivalencies of the foreign language utterances to insure comprehension.
   b. *Stage One: Dialogue for Listening*
   Teacher reads complete dialogue at normal speed several times from various parts of the room as pupils listen. Teacher reads each utterance several times as pupils listen.
   c. *Stage Two: Dialogue for Learning*
   Utterances are built up cumulatively, often going from the end of the sentence to the beginning. Pupils repeat in chorus, in groups, by rows and individually.
   The backward build-up for *Was machst du am Montag nach der Schule?* is as follows:
   nach der Schule?
   am Montag nach der Schule?
   Was machst du am Montag nach der Schule?
   d. *Stage Three: Dialogue for Fluency*
   Each utterance is spoken twice by the teacher with enough time allowed so the student can repeat each time.
   e. *Stage Four: Dialogue for Comprehension*
   Repetition of dialogue as presented in Stage One with different voices (perhaps recorded on tape). Pairs of individual pupils may recite roles of the dialogue.

Suggested Dialogue and Drills, Level I

Suggested Dialogue

Paul 1 *Was machst du am Montag nach der Schule?*
Hans 2 *Nichts Besonderes. Warum?*

Paul 3 *Ich habe nämlich Geburtstag und möchte ein wenig feiern. Kannst du zu uns kommen?*
Hans 4 *Ja, gern. Wo wohnst du denn?*
Paul 5 *In der Goethe-Strasse, Nummer 11.*
Hans 6 *Hast du einen Plattenspieler?*
Paul 7 *Gewiss. Ich spiele Platten gern.*
Hans 8 *Dann bringe ich meine Platten.*

SUPPLEMENT

After the basic dialogue has been taught, supplementary material suggested by the dialogue may be introduced:

1. *Sonntag, Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag oder Sonnabend*
2. Names of famous people which may be used for street names: Goethe, Schiller, Heine, Humboldt, Steuben
   Names may be elicited from the class. These should be used in place of numbered streets at this time to avoid the inflection necessary with numbers.

Dialogue Adaptation

The dialogue adaptation helps to personalize the dialogue utterances and assists in the memorization of the various dialogue lines. The structural items and vocabulary of the dialogue are now included in questions to individual pupils, in which they assume their own identities rather than those of Paul and Hans. In the directed dialogue and relay drills, pupils ask questions of the teacher at the teacher's cue (the simple *Frage Marie: Wo wohnst du?* before the more complex *Frage mich, wo ich wohne.*). Pupils are also directed to ask questions of their classmates (*Frage Robert, ob er in New York wohnt.*).

EXPLANATORY NOTE: Both the formal *(Sie)* and the familiar *(du)* forms are used in the dialogue and drills presented in this section. Depending on the age of the pupils, the teacher uses the formal *(Sie)* or the familiar *(du)* to address the pupil. The pupil uses the familiar *(du)* to address a fellow pupil. The pupil uses the formal *(Sie)* to address the teacher.

1. PERSONALIZED CONVERSATION

   Question-answer practice between teacher and pupil based on the dialogue.

   T. *Ich wohne in der Schiller-Strasse, Nummer hundert.*
   Wo wohnst du?

P. *Ich wohne in der Heine-Strasse, Nummer zehn.*

2. RELAY DRILL (CHAIN DRILL)

Question-answer practice begun by the teacher and continued from pupil to pupil.

T. *Ich habe Geburtstag am Montag. Wann hast du Geburtstag?*
P. *Ich habe Geburtstag am Dienstag.*
T. *Frage Marie, wann sie Geburtstag hat!*
P. *Marie, wann hast du Geburtstag?*
M. *Ich habe Geburtstag am Freitag. Karl, wann hast du Geburtstag?*
K. *Ich habe Geburtstag am Mittwoch. Hans, wann hast du Geburtstag?*

3. DIRECTED DIALOGUE

Question-answer practice between two individuals directed by the teacher.

T. *Frage mich:* (or *Fragen Sie mich:*) *Wo wohnen Sie, Herr Lehrer? (Frau Lehrerin, Fräulein)*
P. *Wo wohnen Sie, Herr Lehrer? (Frau Lehrerin, Fräulein)*
T. *Ich wohne in der Goethe-Strasse, Nummer hundert.*
T. *Frage* (or *Fragen Sie*) *Karl: Wo wohnst du?*
P. *Karl, wo wohnst du?*
P. *Ich wohne in der Goethe-Strasse, Nummer hundert.*

Structure Drills

1. REPETITION DRILL

The repetition drill is the basic drill for the presentation of inflectional endings of regular and irregular verbs, new vocabulary and new structural items. Note that complete meaningful utterances are used.

Presentation of Pattern
Followed by Repetition Drill

Wohnen
Present Tense: Singular and Plural
(This exercise should be practiced until the present tense is learned.)

Teacher	Pupil
Ich wohne in New York.	*Ich wohne in New York.*
Wir wohnen in einem Privathaus.	*Wir wohnen in einem Privathaus.*

Paul und ich wohnen in einem Privathaus.	*Paul und ich wohnen in einem Privathaus.*
Paul wohnt in einem Privathaus.	*Paul wohnt in einem Privathaus.*
Anna wohnt in einem Privathaus.	*Anna wohnt in einem Privathaus.*
Paul und Anna wohnen in einem Privathaus.	*Paul und Anna wohnen in einem Privathaus.*
Sie wohnen in einem Privathaus.	*Sie wohnen in einem Privathaus.*
Du wohnst in einem Privathaus.	*Du wohnst in einem Privathaus.*
Ihr wohnt in einem Privathaus.	*Ihr wohnt in einem Privathaus.*

2. Substitution Drills

In this type of drill the pupils are asked to replace the subject in the model sentence with a different person, number and/or gender. They must then make the proper correlation with the inflectional ending of the verb *wohnen*.

Example: (Person-Number)

Teacher	Pupil
Du wohnst in einem Hotel.	*Du wohnst in einem Hotel.*
Ihr	*Ihr wohnt in einem Hotel.*
Ich	*Ich wohne in einem Hotel.*
Wir	*Wir wohnen in einem Hotel.*
Paul und ich	*Paul und ich wohnen in einem Hotel.*
Anna	*Anna wohnt in einem Hotel.*
Anna und Marie	*Anna und Marie wohnen in einem Hotel.*
Sie	*Sie wohnen in einem Hotel.*

Other types of substitution drill involve replacements in one or another slot in a frame.

Example: (Phrase)
Ich habe am Montag Geburtstag.
Teacher cue: *(am Dienstag)*
Pupil response: *Ich habe am Dienstag Geburtstag.*
Teacher cue: *(am Samstag)*
Pupil response: *Ich habe am Samstag Geburtstag.*

3. Transformation Drills

Transformation drills involve changing models from singular to plural, from plural to singular, from affirmative to negative, from declarative to interrogative, substituting a pronoun for a noun and changing from one tense to another. The student should be told in English if necessary—with models and variants—exactly which changes he will be asked to make.

Examples:

a. Changing Singular to Plural and Vice Versa

Teacher	Pupil
Ich wohne in New York.	*Wir wohnen in New York.*
Sie wohnen in der Goethe-Strasse.	*Er wohnt in der Goethe-Strasse.*

b. Changing Noun to Pronoun

Marie wohnt in Bonn.	*Sie wohnt in Bonn.*
Anna und Peter wohnen in der Schiller-Strasse.	*Sie wohnen in der Schiller-Strasse.*
Paul und ich wohnen in New York.	*Wir wohnen in New York.*

c. Changing from Affirmative to Negative

Ich wohne in einem Hotel.	*Ich wohne nicht in einem Hotel.*
Paul wohnt in New York.	*Paul wohnt nicht in New York.*

d. Changing from Declarative to Interrogative

Die Lehrerin wohnt in New York.	*Wohnt die Lehrerin in New York?*
Paul wohnt nicht in New York.	*Wohnt Paul nicht in New York?*

4. **RESPONSE DRILLS**

These are drills in which the answers are patterned after the questions and in which the structures and vocabulary of the dialogue can be drilled in a natural situation. The order of questions is from the simple to the complex: a *yes* or *no* response, a choice of items, a cued response, and finally a complete answer.

Teacher	Pupil
a. Yes-No	
Wohnst du in New York?	*Ja, ich wohne in New York.* *Nein, ich wohne nicht in New York.*
b. Choice	
Wohnst du in Amerika oder in Deutschland?	*Ich wohne in Amerika.*

c. Cued

(in Brooklyn) *Wo wohnst du?*	*Ich wohne in Brooklyn.*
(in Manhattan) *Wo wohnt er?*	*Er wohnt in Manhattan.*

d. Complete

Wo wohnen Sie?	*Ich wohne in der Heine-Strasse.*

5. **Replacement Drill**

This drill has been described as a progressive substitution drill. Two or more slots are replaced in regular order but only one substitution is made at one time. It is a somewhat difficult drill since pupils must listen carefully to the cues for different slots and must make immediate and accurate replacements in the utterance. Several repetitions of this drill are recommended.

Example:

Teacher	Pupil
Er wohnt in Berlin.	*Er wohnt in Berlin.*
..........................*in einem Hotel.*	*Er wohnt in einem Hotel.*
Sie	*Sie wohnt in einem Hotel.*
.... *Brooklyn.*	*Sie wohnt in Brooklyn.*
Franz und Marie	*Franz und Marie wohnen in Brooklyn.*
....	
.... *in der Goethe-Strasse.*	*Franz und Marie wohnen in der Goethe-Strasse.*

6. **Translation Drill**

This drill is used only when the foreign language utterance is vastly different from the native language pattern and when the pupil has mastered the vocabulary.

Examples:

Teacher	Pupil
Ich höre Platten gern.	*Ich höre Platten gern.*
I like to play records.	*Ich spiele Platten gern.*
I like to buy records.	*Ich kaufe Platten gern.*
I like to sing.	*Ich singe gern.*
I like to dance.	*Ich tanze gern.*

7. Expansion Drill

In this drill, the original sentence is repeated and then expanded by adding prepositional phrases or other modifiers.

Example:

Teacher	Pupil
Was machst du?	*Was machst du?*
am Montag	*Was machst du am Montag?*
nach der Schule	*Was machst du am Montag nach der Schule?*
Paul wohnt in Bonn.	*Paul wohnt in Bonn.*
in der Goethe-Strasse.	*Paul wohnt in Bonn in der Goethe-Strasse.*
Nummer 11.	*Paul wohnt in Bonn in der Goethe-Strasse Nummer 11.*

TEXTBOOK ADAPTATION

At the present time the number of pedagogically suitable "kits" of integrated audio-lingual materials is limited. Although new materials of this type are being published to an increasing extent, and earlier materials are being re-issued in revised editions, they are all in a state of transition and must still be considered experimental. It would be foolhardy to attempt to replace all present textbooks with materials that are still in the experimental stage, even if this were financially possible; but a beginning can be made to a limited extent and on a trial basis. For the most part, however, it will be necessary for the teacher to adapt already available textbooks to the audio-lingual approach.

Fortunately, most of our available textbooks begin with an aural-oral approach and contain dialogues and passages that can easily be adapted to the new program of instruction. Adaptation of the textbook, whether of the old or of the new type, will in any case be necessary, for there is no one-to-one correspondence between the scope and sequence of topics in this bulletin and any presently available textbook or new-type kits.

The adaptation of the beginning lessons of the textbook in the form of daily lesson units is of great importance in order to articulate the content of pre-textbook instruction with subsequent use of the textbook after reading and writing have been introduced. The adaptation may be done by a planning committee of all the teachers of beginning classes in a particular language. Patricia O'Connor *(see Bibliography)* recommends the following procedure for this committee:

1. Determine the number of class periods to be devoted to pre-textbook instruction.
2. Using the present bulletin, make a selective inventory of those Level I structures, vocabulary and idioms which can be taught for audio-lingual mastery within the time determined above.
3. Compare this inventory with the beginning lessons of the textbook, and record the lesson and page numbers where the inventory items occur.
4. Select from the textbook those dialogues or basic sentences which illustrate the inventory items, and construct additional basic sentences if necessary.
5. Divide the list of inventory items and basic sentences into one-period presentation units, using the section of this bulletin entitled *Patterns for Drill* as a model.
6. Provide for recurrence of inventory items in the presentation units, and draw up review units after every few presentation units.
7. Determine appropriate audio-lingual methods for each presentation unit, using as a model the sections of this syllabus entitled *Developing the Language Skills, Levels I and II.*
8. Prepare a final teaching script for each daily unit to be presented during the entire period of pre-textbook instruction.

USE OF THE TAPE RECORDER

Audio-lingual procedures call for specific use of audio aids. Teachers will, of course, adapt these aids to the particular needs of their classes. The most important classroom audio aid is the tape recorder. Some suggestions for using the recorder are:

1. Basic dialogues, vocabulary, and structures may be recorded for presentation and for drill. The script should be spaced to allow enough time for pupil repetition or response. Such a drill device can be used again and again.
2. Music may be recorded in advance to accompany songs.
3. Pupils' speech should be taped at various stages for recording progress and for diagnosing needs for further drill and correction.
4. Stories based on previous learnings may be recorded for purposes of testing comprehension.
5. Material relevant to the course of study may be taped in advance and used in the classroom (e.g. WNYE programs).

6. For further suggestions regarding taped materials, see the section entitled *The Language Laboratory*, pp. 170-182.
7. The use of taped material should be limited generally to short periods (10 to 15 minutes).

Preparation of Tapes by Teachers

Operation of the tape recorder requires practice by the teacher. Help is available in every school to aid teachers not familiar with the operation of the tape recorder.

Making the First Tape

1. Learn the mechanics of operating the recorder.
2. Have a prepared script, such as the basic dialogue or review story of the unit.
3. The recorded speech must be at normal speed.
4. Read the script and then play back the tape and listen to your voice. Your voice will sound strange to you, particularly if you have never heard it on a recording.
5. You may need to experiment with tone and volume control. Since the recordings on tapes are easily erased, the same tape may be used many times for practice until you master the techniques and get the results you need.

Other Suggestions for Preparing Tapes

1. In taping a song for the first time, arrange for the assistance of the music department.
2. In taping pattern drills, provide space (pauses) on the tape sufficient for pupil repetition of each model expression.
3. Taping a variety of voices, male and female, is recommended for ear training so that the pupil does not become accustomed to hearing only one voice and to comprehending only when he hears that voice.

HOMEWORK

A planned schedule of definite homework assignments from the very beginning of the German course is essential to inculcate proper study habits, and to reinforce habits of pronunciation acquired during the first weeks of instruction. Consequently, during the pre-textbook phase, homework assignments should be oral and should be based only on material the pronunciation, rhythm and intonation of which have been firmly established under teacher guidance in the classroom. Only what has been mastered orally in class should be assigned for home practice. Ideally, this would entail the provision of individual "take-home" recordings which are supplied by many publishers of basic textbooks and of so-called "integrated language programs" which include sets of tapes and/or recordings to accompany the audio-lingual textbook.

If individual take-home records are not available, it is advisable, during the first few weeks of the pre-textbook phase, to plan area and background assignments in English. Brief reports of these assignments can be given, one per day, at the beginning of the class period. Suitable topics are:

1. Orientation discussions by pupils with their parents (What are our present-day individual and national needs in foreign languages? Why are reading and writing postponed in favor of audio-lingual practice?)
2. Values of the study of German (cultural, vocational)
3. Cultural geography of Germany
4. German ethnic and language islands in the community and in the United States
5. Exports and imports between Germany and the United States
6. United States relations with Germany (political, cultural)
7. Contributions of Germany to the civilization of the United States and of the world
8. German literary masterpieces in English translation
9. Musical masterpieces by German composers
10. German celebrities in art, science, industry, and politics
11. German influences in the community (dress, customs, films, shops, newspapers, radio programs, cultural organizations)
12. Famous German actors and actresses

When the "writing readiness" program is instituted, homework possibilities are increased. Suitable assignments at this stage are:

1. Filling in mimeographed outline maps
2. Labeling news and magazine clippings to illustrate vocabulary learned in class
3. Compiling a picture dictionary
4. Drawing sketches to illustrate the topic of a dialogue which pupils have learned; they can then describe the drawings to the class in German
5. Making a color chart labeled in German

6. Drawing a floor plan of the classroom or of the home, labeling rooms, furniture, etc.
7. Drawing and labeling a costume chart
8. Making a calendar with the names of the days and months in German
9. Listing and illustrating a menu in German
10. Pasting coins or stamps on a chart and labeling their names and denominations
11. Planning an itinerary of a projected trip to Germany
12. Drawing or clipping a picture of a common school or household appliance, or of a vehicle, giving its German name and labeling its parts in German
13. Making a dummy passport, with the pupil's picture and requisite data
14. Making a drawing of the human figure and labeling the parts of the body in German

When reading is introduced, homework assignments may be given for the reading of dialogues, of selected reading passages, and of controlled or original dialogues or skits. In the beginning stages of writing instruction, assignments will include copying of selected material that has been mastered audio-lingually and visually. This will be followed by written homework involving pattern drills, variations, substitutions, transformations and complete answers to dialogue and to reading comprehension questions. Assignment of selected textbook exercises will become a regular feature of homework after reading and writing have been introduced.

The general principles to be observed in planning and assigning homework are:

1. Homework should be based on what has been learned in class.
2. Oral practice of the assignment in class should always precede work that the pupils are to do at home.
3. Homework should be properly motivated and precise directions given as to the extent of the work and the operations to be performed.
4. The assignment should not be too complex or too lengthy.
5. Provision should be made for individual differences; i.e., an extra amount, or a more difficult exercise, should be made optional for extra credit.
6. Correction of homework under teacher supervision should follow regularly after each assignment.

THE TEACHING OF CULTURE

Culture is a many-faceted study that embraces the social sciences, anthropology, and the arts. Aspects of culture treated by the social sciences are chiefly history, geography, economics and politics. Anthropology, or the science of human behavior, studies a much broader field which includes the whole cultural environment of a linguistic area; e.g., social organization, ethnic characteristics, modes of behavior, education, customs, folkways, value systems, etc. Pertinent to the arts is the study of literature, music, dance, sculpture, architecture, etc. Considering its many ramifications, the field of cultural study is so vast that it presents a problem of selection and time scheduling to the foreign language teacher, whose main concern must be the teaching of the foreign language itself.

Attempting to superimpose a complete course in German culture upon the time-consuming business of teaching German is obviously impossible within the time allotted. Selecting a few random topics of culture such as writers, musicians, scientists, statesmen, etc., is also unsatisfactory, for this generally leads to fragmentary knowledge. However, if we follow the suggestion of Politzer (see *Bibliography*), and define culture as the totality of the ways of life of a language community, and if we view language as the essential medium for its expression, then we affirm the identity between language and culture which makes teaching the one tantamount to teaching the other. In other words, we can teach the foreign culture *in* and *through* the foreign language itself. By integrating language with culture, teachers of German may rest assured that in teaching the German language, they will *ipso facto* be teaching German culture; moreover, they will be teaching an aspect of culture which lies within their special province and which, usually, is not taught by teachers of related subjects, e.g., social studies.

Language as Culture

From the point of view of language as culture, the cultural subject matter to be taught is contained in the basic textbook or in the materials of instruction. The dialogues learned during the pre-textbook phase contain cultural data which are integral with language. For example, an inevitable concomitant of teaching the forms of address is teaching the social customs and situations which determine the use of one form rather than another. The very rules for using the forms of address afford cultural insights as to the psychology of the foreign people, their attitudes of respect for elders and strangers, their sensitivity to nuances of speech reflecting family relationships, degrees of intimacy, and differences of age and of social status. All of these insights represent cultural data which are taught integrally with linguistic skills.

Culture in the Pre-Reading Phase

In order to teach culture in terms of insights into the ways of life of the foreign people as reflected in their everyday speech, the teacher should make an inventory of culture-laden structures, vocabulary, idioms, proverbs, sayings, etc., which occur in the lessons to be covered audio-lingually during the pre-reading phase. After each such item, the teacher should note its cultural implications, as was done above with the forms of address. The list of linguistic-cultural topics so derived, furnishes the cultural subject matter to be taught and tested during the pre-reading phase. Most of the following topics suggested to the teacher have been abstracted from a cultural inventory by Nelson Brooks (see *Bibliography*).

Linguistic-Cultural Topics

1. forms of address
2. greetings and farewells
3. polite phrases
4. intonation and meaning
5. use of expletives
6. levels of speech
7. the number system
8. cognates and loan-words
9. word formation
10. proverbs and sayings
11. rhymes, jingles and songs
12. classroom expressions
13. formulas for introductions
14. phrases used in telephoning

No attempt has been made to apply these topics to any particular textbook. Each teacher will adapt these suggested topics to the textbook or materials being used. Only those topics which actually occur in the teacher's own inventory should be taken up during the pre-reading phase. Topics should be treated in their natural dialogue context. Cultural contrasts and comparisons should be brought out by reference to pupils' experiences. To avoid excessive explanations in English, appropriate responses in German and appropriate actions and behavior should be the criteria for judging whether pupils have learned, in a functional sense, the linguistic-cultural implications of a dialogue situation. Whenever possible, the teacher should make use of audio-visual aids keyed to the textbook or teaching materials; e.g., disc- or tape-recorded dialogues accompanied by slides or filmstrips, and soundfilms providing an authentic cultural background to German speech.

Culture in Reading and Writing Readiness Activities

As was indicated in previous sections of this bulletin, a certain amount of reading in English, and of writing in either English or in German, would be done during the pre-reading phase of instruction. Reading and writing, at this early stage, were referred to as "reading readiness" and "writing readiness" activities. It was recommended that these activities should not be overemphasized at the expense of language learning practice.

One of the principal values of these activities is that they permit the exploration of cultural backgrounds beyond the strictly linguistic-cultural topics suggested above. Outside reading in English, for example, could conceivably range over the entire gamut of German culture, limited only by the time available and the maturity of the pupil. Map-making could tie in with geography and travel; making a calendar, with holidays and festivals; drawing and labeling an anatomical chart, with physical exercise and health; drawing a costume picture, with native garb and contrasts in dress and grooming; etc.

In planning and assigning such activities and projects, economy of time should be a guiding principle. It is neither necessary nor advisable, at this stage, to treat these topics exhaustively. The systematic study of culture need not begin until later, when it can be done entirely in German via a cultural reader.

For detailed suggestions as to projects and activities during the pre-reading phase, see the preceding sections entitled *Supplementary Reading,* p. 15; *Writing,* p. 17; and *Homework,* p. 31.

Culture Integrated with Reading and Writing

In the second half of Level I, after reading and writing have been introduced, the range of cultural topics will be widened to include some which are not strictly of the linguistic-cultural type given above. These cultural topics will still inevitably retain linguistic overtones, but increasing emphasis will be placed on the situations and content of dialogues and reading material. In many up-to-date foreign language textbooks for secondary schools, this content deals with features of everyday life in the foreign country in situations comparable to those which confront American youngsters of high school age. Again the teacher is cautioned not to engage in an exhaustive treatment of culture topics. Only those which occur in the textbook being used should be taken up.

In addition to the broad cultural insights and appreciations afforded by the foregoing cultural topics, both linguistic and situational, specific cultural data for Levels I and II are listed under the *Content and Scope* for these levels (pp. 58-63; 79-82). This is done to provide a body of common learnings dealing with German culture for all pupils in Levels I and II, no matter in which division or grade they happen to be. Similarly, cultural data for subsequent levels are given under *Content and Scope* in each level.

The Teaching of Culture in Level II

The same general principles already established for the teaching of culture in the various stages of Level I should govern the theory and practice of teaching culture in Level II. Topics already begun may now be resumed, but previously acquired knowledge and insights should be rounded out and enriched. Culture topics or cultural lessons in the textbook should be taken up or elaborated when they become pertinent as a result of pupils' interests, observations and experiences.

In addition, some of the previously treated topics which may have been omitted can now be taken up if they occur in the lessons of Level II. As previously stated, cultural topics are listed under *Content and Scope,* Levels I and II, pp. 58-63; 79-82. These should serve as a checklist for the teacher to determine which topics have been omitted. However, whether the topic is old or new, its treatment should be integrated with the teaching of German, should emphasize features of everyday life in Germany and, above all, should aim at the acquisition of insights and appreciations rather than an agglomeration of miscellaneous facts. It may be reasonably assumed that by the end of Levels I and II, pupils will have acquired in the ways suggested above, an experience-based, functional body of knowledge, insights and appreciations that fulfill the cultural aims posited for these levels.

Below is a summary of the principles and practices to be observed by the teacher in planning and teaching the program of cultural study:

1. Language is the essential medium by which the members of a speech community express the whole complex of their way of life, which constitutes their culture.

2. The study of culture, therefore, is to be viewed from the perspective of everyday life in the foreign speech community in situations comparable to those which confront American pupils of high school age.
3. The aim of cultural study is to acquire understanding, insights, attitudes and appreciations rather than encyclopedic information.
4. Since language is fraught with cultural meanings, the approach to the study of culture should be through the foreign language, i.e., the cultural implications of linguistic elements.
5. As far as possible, culture should be taught in the German language as a concomitant of teaching linguistic skills. Appropriate responses in German and appropriate actions and behavior may be taken as evidence of functional understanding of the implications of a cultural situation.
6. The further study of culture is rounded out and enriched by activities, projects and reports based on pupils' interests, observations and experiences, and made pertinent by cultural references in the textbook and by current allusions in mass media of information. In addition, to insure acquisition of common learnings, specific cultural data are listed for all pupils under *Content and Scope* for each level.
7. Audio-visual aids should be geared to the textbook or teaching materials. The classroom should evoke the atmosphere of German culture through pictures, charts, posters and displays, preferably made or contributed by pupils.

CONTENT AND SCOPE, LEVEL I

Grammatical Structures

The structures listed in Levels I and II are to be taught for mastery within the limits indicated. The model sentences and phrases are illustrations of the applications intended. This does not preclude the occurrence, in a particular level, of structures other than those listed here; but such other structures are not to be drilled for mastery; they are to be treated as vocabulary items. Following this principle, the teacher may make use of whatever vocabulary and patterns are natural in a particular dialogue, limiting intensive drill only to those items which appear in this list.

Level I: First Half

1. ARTICLE-NOUN COMBINATIONS
    - a. Definite article: nominative, dative, accusative. Genitive and plurals to be learned as they occur
    - b. Indefinite article: nominative, dative, accusative

2. PRONOUN-VERB COMBINATIONS
    - a. Singular and plural
    - b. Polite forms of address (to be emphasized)
    - c. Familiar forms
    - d. Non-personal uses in the third person: *er, sie, es* for masculine, feminine and neuter nouns respectively

3. ADJECTIVES
    - a. Uninflected adjectives: positives and a few simple comparatives; e.g., *schlecht-schlechter, klein-kleiner, gut-besser, gross-grösser*
    - b. Possessive adjectives in noun combinations: *Ich habe mein Buch. Er hat sein Buch. Sie hat ihr Buch.*

4. VERBS
    - a. Weak verbs, present tense. Verbs with connecting *e*. Verbs with *s* omitted in the *du* form
    - b. Imperatives; polite forms; familiar forms for recognition
    - c. Reflexive verb: *sich setzen,* present tense
    - d. Strong verbs of high frequency, present tense: *essen, fahren, geben, gehen, kommen, lesen, nehmen, schreiben, sehen, sein, sitzen, sprechen, stehen, trinken*

5. WORD ORDER
    - a. Normal; initially and after coordinating conjunctions
    - b. Inverted; interrogative and when words other than the subject begin the sentence

6. PREPOSITIONS
    - a. Governing the dative case
    - b. Governing the accusative case
    - c. Governing either the dative or accusative
    - d. Contracted forms: *am, aufs, beim, im, ins, zum, zur,* etc.

7. NUMERALS

    0 - 100; addition and subtraction

Level I: Second Half

1. ARTICLE-NOUN COMBINATIONS
   - a. Definite and indefinite articles, all forms
   - b. Plural, all cases: high frequency nouns
   - c. Weak nouns: *Junge, Herr, Mensch, Student, Nachbar*

2. ADJECTIVES
   - a. Possessive; all cases
   - b. Demonstrative: *dieser; jener* (as it occurs)
   - c. *Der*-words: *jeder, welcher; manche* and *solche* in the plural
   - d. Inflected adjectives as they occur in fixed phrases, such as, *Guten Morgen, Guten Tag, Schönen Gruss, Guten Appetit*

3. PRONOUNS
   - a. Personal pronouns, except genitives
   - b. *Der*-words used as pronouns: *dieser, welcher, jeder, jener*

4. VERBS
   - a. Tenses: simple past, compound past and future of all verbs taught in Level I: First Half
   - b. Compound past with *sein; bleiben, fahren, fallen, gehen, kommen, laufen, sein, werden*
   - c. Modal auxiliaries, present tense; basic meanings only
   - d. Other modal forms as they occur; e.g., *ich möchte*
   - e. Imperatives; familiar forms
   - f. Reflexives: *sich freuen, sich kämmen, sich schämen, sich waschen*
   - g. Additional strong verbs of high frequency: *bleiben, brechen, fallen, finden, halten, helfen, lassen, laufen, liegen, rufen, schlafen, schlagen, schliessen, singen, tragen, treffen, treten, tun, werden, werfen, ziehen*

5. PREPOSITIONS

   Governing the genitive case

6. WORD ORDER
   - a. Sequence of adverbs: time, manner, place
   - b. Review of normal and inverted word order
   - c. Order of direct and indirect objects, nouns and pronouns

7. NUMERALS

   Ordinal numbers for recognition

Topical Vocabulary Lists, Level I

These topical vocabulary lists represent selected items taken from the alphabetical lists and grouped around specific topics to facilitate conversation and composition. They do not include idiomatic expressions, which can be found on pages 49-50.

1. SCHOOL

die Schule
der Lehrer
der Schüler
der Junge
der Knabe
die Klasse
die Lehrerin
die Schülerin
das Mädchen
der Student
sein
haben
lernen
studieren
besuchen

2. CLASSROOM

das Klassenzimmer
der Plattenspieler
das Tonbandgerät
die Schallplatte
das Tonband
die Landkarte
der Stock
der Wischer
der Papierkorb
das Mikrofon
die Tür
die Decke
der Boden
die Wand
die Tafel
das Fenster
das Bild
die Uhr
die Glocke
die Form
das Pult
die Bank
die Tinte
das Lineal
legen
sehen
nehmen
zeigen
was
wie

3. LESSON

das Buch
das Heft
das Papier
die Lektion
die Kreide
der Bleistift
die Feder
der Gummi
die Geschichte
die Frage
die Antwort
verstehen
sagen
lesen
schreiben
fragen
aufpassen
antworten
fertig
warum
erzählen
ja
nein

4. HOMEWORK

die Aufgabe
die Arbeit
die Seite
das Wort
der Satz
die Übung
die Prüfung
der Fehler
verbessern
korrigieren
erklären
übersetzen
richtig
falsch
leicht
schwer
wiederholen
machen

5. LANGUAGE

die Sprache
sprechen
Englisch
Deutsch
Russisch
Französisch
Spanisch
Hebräisch
Italienisch
bedeuten
die Stimme
deutlich
reden
laut
leise

6. FAMILY

die Familie
die Eltern
der Vater
die Mutter
der Name
das Kind
der Sohn
die Tochter
der Bruder
die Schwester
die Frau
der Mann
heissen
wohnen
leben

7. RELATIVES AND FRIENDS

der Onkel
die Tante
der Vetter
die Kusine
der Nachbar
die Grossmutter
der Grossvater
die Leute
der Freund
die Freundin
der Neffe
die Nichte
die Person
sterben
tot

8. COLORS

die Farbe
schwarz
weiss
purpurn
braun
grün
rot
bunt
grau
blau
gelb

9. PROFESSIONS

der Doktor
der Arzt
der Zahnarzt
der Advokat
die Krankenschwester
der Meister
der König
die Königin
der Präsident
das Dienstmädchen
der Soldat
der Dieb
der Metzger
der Schneider
der Bäcker
der Bauer
der Kaufmann
der Flieger

10. ARTICLES OF CLOTHING

der Mantel
der Regenmantel
die Jacke
der Anzug
die Weste
die Hosen
das Hemd
das Kleid
der Rock
die Bluse
die Schuhe
die Socken
die Strümpfe
der Hut
die Mütze
die Krawatte
die Tasche
die Handschuhe
das Taschentuch
der Kamm
tragen

11. Days of the Week

Sonntag
Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Sonnabend
(Samstag)

12. Months of the Year

Januar
Februar
März
April
Mai
Juni
Juli
August
September
Oktober
November
Dezember

13. Seasons and Holidays

die Jahreszeit
der Frühling
der Sommer
der Herbst
der Winter
das Jahr
die Ferien
der Feiertag
das Fest
Weihnachten
Neujahr
Ostern
feiern

14. Cardinal Numbers

die Zahl
die Null
eins
zwei
drei
vier
fünf
sechs
sieben
acht
neun
zehn
elf
zwölf
dreizehn
vierzehn
fünfzehn
sechzehn
siebzehn
achtzehn
neunzehn
zwanzig
einundzwanzig
zweiundzwanzig
dreissig
vierzig
fünfzig
sechzig
siebzig
achtzig
neunzig
hundert
hunderteins
zweihundert
tausend
eine Million

15. Ordinal Numbers

der erste
der zweite
der dritte
der vierte
der fünfte
der sechste
der siebente
der achte
der neunte
der zehnte
der elfte
der zwölfte
der zwanzigste
der einundzwanzigste
der dreissigste
der hundertste

16. ARITHMETIC

der Teil
die Hälfte
halb
das Viertel
zählen
und
mal
weniger
viel
wenig
mehr

17. TIME

der Tag
die Stunde
die Minute
die Sekunde
der Morgen
der Vormittag
der Mittag
der Nachmittag
der Abend
die Nacht
(die) Mitternacht
die Zeit
die Woche
der Monat
das Datum
wann
früh
spät
heute
gestern
vorgestern
morgen
übermorgen

18. ANIMALS

das Tier
der Hund
die Katze
der Vogel
die Maus
die Biene
das Pferd
die Kuh
der Esel
der Löwe
der Tiger
der Hase
der Fuchs
der Fisch
der Hahn
der Ochse
das Schwein
bellen

19. FLOWERS AND FRUIT

die Blume
die Rose
das Veilchen
die Nelke
die Lilie
die Tulpe
das Obst
der Apfel
die Pflaume
die Banane
die Birne
die Trauben
die Kirsche
der Pfirsich
wachsen

20. NATURE

die Natur
das Land
der Stern
die Welt
die Luft
die Erde
das Meer
der See
die See
tief
der Himmel
die Sonne
der Mond
der Gott

21. COUNTRY

der Wald
der Garten
der Baum
das Blatt
das Gras
das Gebirge
der Berg
der Weg
der Stein
das Feld
der Fluss
der Bach
die Pflanze

22. PARTS OF THE BODY

der Körper
der Hals
die Schulter
der Rücken
das Herz
der Kopf
das Gesicht
die Augen
die Ohren
der Mund
die Nase
die Zähne
das Haar
der Arm
die Hand
der Finger
das Bein
der Fuss

23. HEALTH

die Gesundheit
die Krankheit
krank
gesund
wohl
der Magen
die Erkältung
die Medizin
Kopfweh
Zahnweh
Halsweh
stark
schwach
ruhen
waschen
die Seife

24. WEATHER

das Wetter
der Regen
der Schnee
der Wind
die Wolken
der Sonnenschein
der Sturm
kühl
kalt
warm
heiss
dunkel
hell
die Sonne
es schneit
es friert
es regnet
es blitzt
es donnert
es hagelt
das Feuer

25. THE HOUSE

das Haus
das Wohnzimmer
das Schlafzimmer
das Badezimmer
das Esszimmer
das Zimmer
die Küche
der Gang
der Keller
der Hof
die Treppe
das Dach
der Schlüssel
die Ecke

26. FURNITURE

die Möbel
der Stuhl
der Tisch
der Schreibtisch
der Schrank
die Lampe
der Teppich
das Sofa
der Vorhang
der Fernsehapparat
das Radio
das Bett
das Telefon
das Ding
der Korb
der Eimer

27. MEALS

die Mahlzeit
das Frühstück
das Mittagessen
das Abendessen
bestellen
das Restaurant
der Kellner
die Speisekarte
bringen
schmecken
essen
trinken
backen
kochen

28. FOOD

die Wurst
das Brot
die Butter
die Suppe
das Fleisch
der Salat
das Gemüse
das Ei
der Käse
die Kartoffel
der Nachtisch
der Kuchen
der Zucker
das Salz

29. BEVERAGES

die Milch
der Tee
der Kaffee
die Schokolade
der Orangensaft
der Wein
das Wasser
das Bier
der Saft
giessen
voll
leer
süss
sauer

30. TABLE SETTINGS

das Tischtuch
der Teller
die Tasse
die Untertasse
das Glas
das Messer
die Gabel
der Löffel
die Serviette
die Schüssel
der Krug
stellen
decken

31. THE CITY

die Stadt
das Dorf
der Hafen
die Strasse
der Park
der Platz
die Bibliothek
das Schloss
die Post
das Hotel
die Kirche
das Rathaus
der Bus
die Strassenbahn
die Untergrundbahn
der Lärm
die Zeitung
die Mauer

32. MATERIALS

das Holz
das Eisen
bauen
die Wolle
die Seide
schneiden
das Gold
das Silber

33. SHOPPING

einkaufen
die Apotheke
das Geld
die Mark (DM)
wieviel
kosten

das Geschäft
der Laden
der Markt
die Bäckerei
die Kasse
der Pfennig
kaufen
verkaufen
bezahlen
die Rechnung
teuer
billig
der Preis
zahlen

34. Social Relationships

der Herr
die Dame
das Fräulein
der Besuch
der Ring
der Geburtstag
das Geschenk
der Brief
der Gast
danken
bleiben
sich setzen
einladen
besuchen
heiraten

35. Nations

Amerika
die Vereinigten Staaten
Mexiko
Kanada
England
Russland
Israel
Deutschland
Dänemark
Frankreich
die Schweiz
Österreich
Italien
Spanien
das Land
der Staat
die Grenze
die Fahne
reisen

36. Travel

die Reise
der Wagen
das Auto
das Boot
das Schiff
das Fahrrad
der Zug
die Eisenbahn
der Bahnhof
das Flugzeug
gehen
fahren
kommen
zusammen
zurück

37. Actions and Activities

anfangen
arbeiten
aufhören
aufmachen
aufstehen
beginnen
brechen
enden
fallen
finden
frühstücken
geben
helfen
holen
klopfen an
laufen
liegen
öffnen
rufen
schenken
schicken
schlafen
schlagen
schliessen
schreien
sich kämmen
sich waschen
sitzen
stehen
suchen
tun
verlieren
warten
wecken
zumachen

38. AMUSEMENTS

- *das Kino*
- *der Film*
- *der Tanz*
- *die Musik*
- *das Lied*
- *tanzen*
- *das Theater*
- *das Programm*
- *das Fernsehprogramm*
- *das Konzert*
- *spielen*
- *hören*
- *wandern*
- *singen*
- *schwimmen*
- *der Spaziergang*
- *der Ball*

39. EMOTIONS

- *müde*
- *erstaunt*
- *traurig*
- *glücklich*
- *fröhlich*
- *sich freuen*
- *weinen*
- *lachen*
- *lieben*
- *hassen*
- *die Freude*
- *sich schämen*
- *fühlen*
- *froh*
- *böse*

40. THOUGHT

- *denken*
- *vergessen*
- *wissen*
- *glauben*
- *träumen*
- *hoffen*
- *kennen*
- *wünschen*
- *werden*

41. WHEN?

- *immer*
- *oft*
- *nie (mals)*
- *gleich*
- *bald*
- *sofort*
- *jetzt*
- *zuerst*
- *dann*
- *schnell*
- *langsam*
- *manchmal*

42. WHERE?

- *wo*
- *wohin*
- *hier*
- *da*
- *dort*
- *draussen*
- *überall*
- *nah*
- *fern*
- *weit*
- *nirgends*
- *links*
- *rechts*
- *oben*
- *unten*
- *irgendwo*

43. QUANTITY

- *das Stück*
- *das Pfund*
- *das Paar*
- *die Flasche*
- *nichts*
- *die Meile*
- *das Kilometer*
- *das Liter*
- *genug*
- *gar nichts*
- *soviel*
- *zuviel*
- *ungefähr*
- *genau*

44. DESCRIPTION

alt
arm
dick
dreckig
dumm
dünn
breit
eng
faul
fleissig
frei
gemütlich
gross
gut
hart
hässlich
hoch
jung
klein
klug
kurz
lang
neu
niedrig
reich
rein
ruhig
rund
sauber
schlecht
schmutzig
schön
still
weich
wunderbar
zornig

Idiomatic Expressions

Level I: First Half

1. *am Morgen (Abend,* etc.)
2. *an die Tafel gehen*
3. *Angst haben*
4. *auf das Land*
5. *auf dem Land*
6. *auf deutsch (englisch,* etc.)
7. *Auf Wiedersehen!*
8. *bei mir (uns,* etc.)
9. *bitte; danke schön; bitte sehr*
10. *Durst haben*
11. *ein paar Minuten*
12. *ein Paar Schuhe (Handschuhe,* etc.)
13. *Ende Juni (August,* etc.)
14. *es gibt*
15. *es ist; es sind*
16. *gern haben*
17. *Glück haben*
18. *Gute Nacht!*
19. *Guten Tag! (Abend, Morgen)*
20. *Hunger haben*
21. *im Juni (Juli,* etc.)
22. *in der Nacht*
23. *in die (der) Schule*
24. *in die (der) Stadt*
25. *jeden Tag (Morgen, Abend)*
26. *jede Woche (Nacht)*
27. *nach Hause (gehen)*
28. *nicht wahr?*
29. *noch ein*
30. *noch einmal*
31. *noch etwas*
32. *noch nicht*
33. *recht haben (unrecht)*
34. *schreiben an*
35. *Wie geht es Ihnen (dir)?*
36. *Wie heissen Sie? Wie heisst du? Ich heisse . . .*
37. *Wieviel Uhr ist es? Es ist ein Uhr; ein Viertel nach eins; halb zwei; zwanzig Minuten vor zwei*
38. *zu Hause*
39. *zur Schule (Stadt)*
40. *zu Weihnachten (Ostern)*

Level I: Second Half

1. *Alles einsteigen!*
2. *alle Tage*
3. *auf dem Bahnhof*
4. *auf die (der) Post*
5. *auf die (der) Universität*
6. *auf eine Frage antworten*
7. *ausser mir (sich)*
8. *eine Frage stellen*
9. *eine Reise machen*
10. *einen Spaziergang machen*
11. *eines Tages (Abends, Morgens)*
12. *eine Tasse Kaffee*
13. *ein Glas Wasser (Milch,* etc.)
14. *einmal (zweimal) die Woche*
15. *ein Stück Brot (Papier,* etc.)
16. *es macht mir Freude*
17. *gar nicht*
18. *gestern abend (früh)*
19. *Guten Appetit!*
20. *immer besser (schneller,* etc.)
21. *lieber haben*
22. *mit der Eisenbahn (Strassenbahn)*
23. *nach Deutschland (Berlin)*
24. *Platz nehmen*
25. *Punkt sieben (acht,* etc.) *Uhr*
26. *Um wieviel Uhr?*
    um sechs Uhr
27. *Viel Vergnügen!*
28. *vor Freude (Angst, Glück)*
29. *vor vielen (einigen) Jahren*
30. *warten auf*
31. *was für*
32. *Was ist los?*
33. *weh tun*
34. *zu Besuch*
35. *zu Fuss (Pferd)*
36. *zum Geburtstag*

Alphabetical Checklist, Level I Vocabulary

This alphabetical list represents the minimum vocabulary to be learned in German, Level I. It provides a checklist for the teacher in selecting words for mastery from the textbooks used by the class, and in selecting words for uniform or city-wide examinations.

ab
Abend
Abendessen
aber
acht
achte
achtzehn
achtzig
Advokat
alle Tage
Alles einsteigen!
als
also
alt
am
Amerika
am Morgen
an
anfangen
Angst haben
anrufen
anstatt
Antwort
antworten
antworten auf
Anzug
Apfel
Apotheke
April
Arbeit
arbeiten
arm
Arm
Arzt
auch
auf

auf dem Bahnhof
auf deutsch
auf die Post
auf die Universität
Aufgabe
aufhören
aufmachen
aufpassen
aufs
aufstehen
Auf Wiedersehen!
Augen
August
aus
ausser
Auto

Bach
backen
Bäcker
Bäckerei
Badezimmer
Bahnhof
bald
Ball
Banane
Bank
bauen
Bauer
Baum
bedeuten
beginnen
bei
beide
beim
Bein
bellen
Berg
besser
bestellen
Besuch
besuchen
Bett
bezahlen
Bibliothek
Biene
Bier
Bild
billig
Birne
bis
bisschen
bitte
bitte sehr
Blatt
blau
bleiben
Bleistift
Blume
Bluse
Boden
Boot
böse
braun
brechen
breit
Brief
bringen
Brot
Bruder
Buch
bunt
Bus
Butter

da
Dach
Dame
Dänemark
danken
danke schön
dann
darum
das
Datum
Decke
decken
dein
denken
denn
der
deutlich
Deutsch
Deutschland
Dezember
dick
die
Dieb
Dienstag
Dienstmädchen
dieser
Ding
doch
Doktor
Donnerstag
Dorf
dort
draussen
dreckig
drei
dreissig
dreissigste
dreizehn
dritte
drüben
du
dumm
dunkel
dünn
durch
dürfen
Durst haben

eben
Ecke
Ei
Eimer
ein
einkaufen
einladen
einmal die Woche
eins
einundzwanzig
einundzwanzigste
ein Uhr
Eisen
Eisenbahn
elf
elfte
Eltern
Ende Juni
enden
eng
England
Englisch
er
Erde
Erkältung
erklären
erstaunt
erste
erzählen
es
es blitzt
es donnert
Esel
es friert
es gibt
es hagelt
es ist (es sind)
es regnet
es schneit
essen
Esszimmer

etwas
euer

Fahne
fahren
Fahrrad
fallen
falsch
Familie
Farbe
faul
Februar
Feder
Fehler
feiern
Feiertag
Feld
Fenster
Ferien
fern
Fernsehapparat
Fernsehprogramm
fertig
Fest
Feuer
Film
finden
Finger
Fisch
Flasche
Fleisch
fleissig
Flieger
Flugzeug
Fluss
Form
Frage
fragen
Frage stellen
Frankreich
Französisch

Frau
Fräulein
frei
Freitag
Freude
Freude machen
Freund
Freundin
froh
fröhlich
früh
Frühling
Frühstück
frühstücken
Fuchs
fühlen
fünf
fünfte
fünfzehn
fünfzig
für
Fuss

Gabel
Gang
ganz
gar nicht
gar nichts
Garten
Gast
geben
Gebirge
geboren
Geburtstag
gegen
gehen
gelb
Geld
Gemüse
gemütlich
genau

genug
gern haben
Geschäft
Geschenk
Geschichte
Gesicht
gestern
gestern abend
gestern früh
gesund
Gesundheit
gewiss
giessen
Glas
Glas Wasser
glauben
gleich
Glocke
Glück haben
glücklich
Gold
Gott
Gras
grau
Grenze
gross
grösser
Grossmutter
Grossvater
grün
Gummi
gut
Guten Abend!
Gute Nacht!
Guten Appetit!
Guten Morgen!
Guten Tag!

Haar
haben
Hafen
Hahn
halb
Hälfte
Hals
Halsweh
halten
Hand
Handschuhe
Handtuch
hart
hassen
hässlich
Haus
Hebräisch
Heft
heiraten
heiss
heissen
helfen
hell
Hemd
Herbst
Herr
Herz
heute
hier
Himmel
hinter
hoch
Hof
hoffen
holen
Holz
hören
Hosen
Hotel
Hund
hundert
hunderteins
hundertste
Hunger haben
Hut

ich
ihr
Ihr
im
immer
immer besser
in
in der Nacht
in die (der) Schule
in die (der) Stadt
ins
irgendwo
Israel
Italien
Italienisch

ja
Jacke
Jahr
Jahreszeit
Januar
jeden Tag
jeder
jemand
jener
jetzt
Juli
jung
Junge
Juni

Kaffee
kalt
Kamm
Kanada
Karte
Kartoffel

Käse
Kasse
Katze
kaufen
Kaufhaus
Kaufmann
kein
Keller
Kellner
kennen
Kilometer
Kind
Kino
Kirche
Kirsche
Klasse
Klassenzimmer
Kleid
klein
kleiner
klopfen an
klug
Knabe
kochen
kommen
König
Königin
können
Konzert
Kopf
Kopfweh
Korb
Körper
korrigieren
kosten
krank
Krankenschwester
Krankheit
Krawatte
Kreide
Krug

Küche
Kuchen
Kuh
kühl
kurz
Kusine

lachen
Laden
Lampe
Land
Landkarte
lang
langsam
Lärm
lassen
laufen
laut
läuten
leben
leer
legen
Lehrer
Lehrerin
leicht
leise
Lektion
lernen
lesen
Leute
lieben
lieber haben
Lied
liegen
Lilie
Lineal
links
Liter
Löffel
Löwe
Luft

machen
Mädchen
Magen
Mahlzeit
Mai
mal
man
manche
manchmal
Mann
Mantel
Mark
Markt
März
Mauer
Maus
Medizin
Meer
mehr
Meile
mein
Meister
Mensch
Messer
Metzger
Mexiko
Mikrofon
Milch
Million
Minute
mit
mit der Eisenbahn
Mittag
Mittagessen
Mitternacht
Mittwoch
Möbel
möchte
mögen
Monat
Mond

Montag
morgen
Morgen
müde
Mund
Musik
müssen
Mutter
Mütze

nach
Nachbar
nach Deutschland
nach Hause
Nachmittag
Nacht
Nachtisch
nah
Nähe
Name
Nase
Natur
neben
Neffe
nehmen
nein
Nelke
neu
Neujahr
neun
neunte
neunzehn
neunzig
nicht
Nichte
nichts
nicht wahr?
nie
niedrig
niemals
niemand
nirgends
noch ein
noch einmal
noch etwas
noch nicht
November
Null
nun
nur

oben
Obst
Ochse
oder
Ofen
öffnen
oft
ohne
Ohren
Oktober
Onkel
Orangensaft
Ostern
Österreich

Paar
paar Minuten
Paar Schuhe
Papier
Papierkorb
Park
Person
Pfennig
Pferd
Pfirsich
Pflanze
Pflaume
Pfund
Plattenspieler
Platz
Platz nehmen
Post
Präsident
Preis
Programm
Prüfung
Pult
Punkt sieben
purpurn

Radio
Rathaus
Rechnung
recht haben
rechts
reden
Regen
Regenmantel
reich
rein
Reise
Reise machen
reisen
Restaurant
richtig
Ring
Rock
Rose
rot
Rücken
rufen
ruhen
ruhig
rund
Russisch
Russland

Saft
sagen
Salat
Salz

Samstag
Satz
sauber
sauer
Schallplatte
schenken
schicken
Schiff
schlafen
Schlafzimmer
schlagen
schlecht
schlechter
schliessen
Schloss
Schlüssel
schmecken
schmutzig
Schnee
schneiden
Schneider
schnell
Schokolade
schon
schön
Schönen Gruss!
Schrank
schreiben
schreiben an
Schreibtisch
schreien
Schuhe
Schule
Schüler
Schülerin
Schulter
Schüssel
schwach
schwarz
Schwein
Schweiz
schwer
Schwester
schwimmen
sechs
sechste
sechzehn
sechzig
See (der)
See (die)
sehen
sehr
Seide
Seife
sein
seit
Seite
Sekunde
September
Serviette
sich
sich freuen
sich kämmen
sich schämen
sich setzen
sich waschen
sie
Sie
sieben
siebente (siebte)
siebzehn
siebzig
Silber
singen
sitzen
so
Socken
Sofa
sofort
Sohn
solche
Soldat
sollen
Sommer
sondern
Sonnabend
Sonne
Sonnenschein
Sonntag
soviel
Spanien
Spanisch
spät
Spaziergang machen
Speisekarte
spielen
Sprache
sprechen
Staat
Stadt
stark
stehen
Stein
Stelle
stellen
sterben
Stern
still
Stimme
Stock
Strasse
Strassenbahn
Strümpfe
Stück
Stück Brot
Student
studieren
Stuhl
Stunde
Sturm
suchen
Suppe
süss

Tafel
Tag
Tante
Tanz
tanzen
Tasche
Taschentuch
Tasse
Tasse Kaffee
tausend
Tee
Teil
Telefon
Teller
Teppich
teuer
Theater
tief
Tier
Tiger
Tinte
Tisch
Tischtuch
Tochter
Tonband
Tonbandgerät
tot
tragen
Trauben
träumen
traurig
treffen
Treppe
treten
trinken
trotz
Tulpe
tun
Tür

über
überall
übermorgen
übersetzen
Übung
Uhr
um
um sechs Uhr
um wieviel Uhr
und
ungefähr
unrecht
unser
unten
unter
Untergrundbahn
Untertasse

Vater
Veilchen
verbessern
Vereinigte Staaten
vergessen
verkaufen
verlieren
verstehen
Vetter
viel
vielleicht
Viel Vergnügen!
vier
vierte
Viertel
vierzehn
vierzig
Vogel
voll
von
vor
vor Freude
vorgestern
Vorhang
Vormittag
vor vielen Jahren

wachsen
Wagen
während
Wald
Wand
wandern
wann
warm
warten
warten auf
warum
was
waschen
was für
Was ist los?
Wasser
wecken
Weg
wegen
weh tun
weich
Weihnachten
Wein
weinen
weiss
weit
welche
Welt
wenig
weniger
wer
werden
Weste
Wetter
wie
wieder
wiederholen
Wie geht es Ihnen?

wieviel
Wieviel Uhr ist es?
Wind
Winter
wir
Wischer
wissen
wo
Woche
wohin
wohl
wohnen
Wohnzimmer
Wolke
Wolle
wollen
Wort
wunderbar
wünschen
Wurst
Zahl
zahlen
zählen
Zahnarzt
Zähne
Zahnweh
zehn
zehnte
zeigen
Zeit
Zeitung
ziehen
Zimmer
zornig
zu
zu Besuch
Zucker
zuerst
zu Fuss
Zug
zu Hause
zum
zumachen
zur
zur Schule
zurück
zusammen
zuviel
zwanzig
zwanzigste
zwei
zweihundert
zweite
zweiundzwanzig
zwischen
zwölf
zwölfte

Culture Topics, Level I

As explained in the previous section on *The Teaching of Culture,* pp. 34-38, the pupil will receive an introduction to German culture through the language. In addition, the following reference list is provided for the teacher. The facts outlined below deal with the topics to be treated in Level I. It is not intended that pupils be given all this information. Teachers will decide which items to present and hold pupils responsible for. These topics are best taken up as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

Why Are We Interested in the Study of German?

PERSONAL INTERESTS

1. Vocational

In a world where travel by jet airplane is already a reality, the demand for men and women with training in foreign languages is ever increasing. There is a growing need for government employees, diplomatic and consular representatives, and industrial personnel who are bilingual or who have a working knowledge of two or more languages.

American-trained skilled workers with a good foreign language background are always sought by companies involved in business and industrial enterprises in foreign countries. There is a need for engineers, scientists, teachers, bankers, military men and business men who can travel and live abroad. To make them more effective in their work, a knowledge of a foreign language is essential. There is every indication, therefore, that opportunities for employment are greater and more varied for the individual who has mastered a language other than his own.

Some fields in which a knowledge of one or more foreign languages is useful, or even indispensable, are:

Diplomatic service
Careers on operatic and concert stage
Import and export trade
Foreign banking
Newspaper and magazine editing
Museum work
Teaching of foreign languages
Scientific research
Library service
Travel and tourist agencies
Intelligence and security agencies
Translating and interpreting
Bilingual stenography
Radio broadcasting
Employment at United Nations Headquarters or specialized agencies

2. Avocational

Even when the study of a foreign language is not a requirement for a specific career or job, the ability to understand and speak another language may be an asset to any individual. Many personal interests and leisure time pursuits are associated with an appreciation of the language, life and customs of people in other parts of the globe.

Some avocational activities involving knowledge of a foreign language are:

Travel; knowing the language of the people makes the trip that much more worthwhile
Reading foreign literature in the original form
Enjoyment of foreign films, plays, operas, concerts
Understanding foreign broadcasts

Communicating with visitors from foreign countries
Writing to pen-pals abroad

RELATION TO THE UNITED STATES

1. German Names in American History
   a. Peter Minuit (Minnewit), born in Wesel on the Rhine, was the first Governer of the colony of "New Netherland."
   b. Peter Zenger, New York editor, imprisoned by the British governor, won a legal victory establishing freedom of the press.
   c. The first period of large German migrations to America was begun in 1683 with the establishment of Germantown, now a part of Philadelphia, Pa. The "Pennsylvania Dutch," as they came to be known, were sturdy farmers and mechanics.
   d. Baron von Steuben organized the colonial army in the American Revolution.
   e. Carl Schurz, one of the greatest American patriots of the nineteenth century, initiated the policy of conservation.
   f. *Liederkränze, Sängerbünde* and orchestral societies were organized and conducted by newly arrived musicians from Germany.
   g. John A. Roebling, inventor of the modern suspension bridge, and his son, Washington Augustus Roebling, built the Brooklyn Bridge across the East River.
   h. Charles P. Steinmetz made many brilliant discoveries in the laboratories of the General Electric Company at Schenectady.
   i. Albert Einstein played a leading role in the development of atomic physics.
   j. Wernher von Braun is an important scientist in the American space program.

2. German Words and Phrases Used in English
   a. Foods: delicatessen, wurst, frankfurter, sauerkraut, pumpernickel, pretzels, Limburger cheese, marzipan, strudel, lager beer, bock beer
   b. Literary and other terms: weltschmerz, weltanschauung, gemütlichkeit, lied, leitmotiv, kindergarten

3. Other German Influences
   a. Dress: Dirndl skirts, Bavarian hats, Loden coats
   b. Home furnishings: Dresden china, Solingen cutlery, cuckoo clocks
   c. Customs: Christmas trees and stockings; youth hostels; Turnvereine; Easter egg hunts

d. Automobiles: Volkswagen; Mercedes

Where Is German Spoken?

FEDERAL REPUBLIC OF GERMANY—*Bundesrepublik Deutschland*

1. Location: West Germany is in Central Europe, bounded on the north by the North Sea, Denmark and the Baltic Sea; on the east by East Germany and Czechoslovakia; on the south by Austria and Switzerland; and on the west by France, Luxemburg, Belgium and the Netherlands.
2. Size: The area is about 95,000 square miles, approximately the area of New York State and the State of Pennsylvania.
3. Population: about 59 million
4. Topography: The mountains are situated in the south and in central Germany. Therefore the important rivers, with the exception of the Danube, flow from south to north. The chief rivers are: *der Rhein, die Weser, die Elbe, die Donau.* The mountain ranges in southern Germany are the Bavarian Alps *(Bayrische Alpen)* and the Black Forest *(Schwarzwald).* The Harz Mountains are in central Germany.
5. Cities
    a. Bonn, the capital, birthplace of Beethoven
    b. Hamburg on the Elbe, chief seaport, *Hansestadt*
    c. Bremen on the Weser, second seaport and *Hansestadt*
    d. Cologne (*Köln*), largest city on the Rhine, famed for its Gothic cathedral, the *Kölner Dom*
    e. Frankfurt on the Main, birthplace of Goethe
    f. Stuttgart, capital of the state (*Land*) of Baden-Wuerttemberg
    g. Munich (*München*), capital of Bavaria, an art center
    h. Nuremberg in Bavaria, birthplace of Dürer
    i. Essen, center of the steel industry
    j. Mainz, at the confluence of the Rhine and the Main, birthplace of Gutenberg
    k. Berlin, the former capital, separated from West Germany by a hundred miles of East German territory, but sending delegates as observers without a vote to the West German Parliament
6. Legendary places
    a. The mouse tower of Bingen on the Rhine
    b. The Lorelei cliff on the Rhine
    c. Hamelin on the Weser, town of the Pied Piper

GERMAN DEMOCRATIC REPUBLIC—*Deutsche Demokratische Republik*

1. Location: East Germany is separated from Poland on the east by the Oder and Neisse Rivers
2. Size: It has an area of about 41,000 square miles
3. Population: about 17 million
4. Topography: The chief mountain ranges are the *Erzgebirge* and the *Riesengebirge* in the south and the *Thüringerwald* in the central part of the country
5. Cities
   a. East Berlin, the capital
   b. Dresden, formerly the capital of Saxony
   c. Leipzig, famous for its trade fairs

AUSTRIA—*Republik Österreich*

1. Location: Austria is in Central Europe. It is bounded by Switzerland, Germany, Czechoslovakia, Hungary, Yugoslavia and Italy.
2. Size: It has an area of about 32,000 square miles and a population of about 7 million
3. Topography: The chief mountains are the Alps and the largest river is the Danube. The Brenner Pass in the Alps has been a major route to Italy since ancient times
4. Cities
   a. Vienna (*Wien*) on the Danube, the capital. Many famous musicians have lived in Vienna
   b. Salzburg, birthplace of Mozart

SWITZERLAND—*Die Schweiz*

1. Location: Switzerland is in Central Europe. It is bounded by France, Germany, Austria and Italy
2. Size: It has an area of about 16,000 square miles and a population of about six million
3. Topography: It is the most mountainous of all European countries. In the Swiss Alps there are 70 peaks ranging from 10,000 to 15,000 feet. The Swiss lakes are famous for their great beauty. Among them are Lake Maggiore, Lucerne, Geneva and Constance
4. Cities
   a. Berne, the capital

b. Zurich, the largest city in Switzerland
c. Geneva, the seat of a number of UN organizations
d. Basel, an important river port on the Rhine

CONTENT AND SCOPE, LEVEL II

Grammatical Structures

The following outline of grammar topics for Level II is predicated on the assumption that all topics and skills included in *Grammatical Structures*, Level I, have been covered and tested for mastery. A thoroughgoing and well-planned review of Level I is essential as a foundation for further learning.

Level II: First Half

1. ARTICLE-NOUN COMBINATIONS
    a. Nouns formed from adjectives, such as: *jung—der Junge; alt—der Alte, die Alte; warm—die Wärme; kalt—die Kälte*
    b. Nouns formed from infinitives, such as: *das Essen, das Trinken*
    c. Neuter collectives, such as: *das Gebirge, das Geschrei*
    d. Gender determined by suffixes:*—chen,—lein* (neuter) ;*—heit,—in,—keit,—ung* (feminine)
    e. Omission of articles: (1) before names of substances; (2) before unmodified nouns of nationality and profession after *sein* and *werden*

2. VERBS
    a. All tenses of the indicative except the future perfect
    b. Verbs with inseparable prefixes: *bekommen, empfangen, empfinden, entdecken, erhalten, gefallen, gehören, vergessen, verlassen, verlieren, versprechen, verstehen, zerbrechen*
    c. Verbs with separable prefixes: *aufstehen, sich hinlegen, einschlafen, sich niedersetzen, hingehen, herkommen, hineingehen, herauskommen*
    d. Mixed verbs: *brennen, kennen, nennen, rennen, senden, wenden, bringen, denken, wissen*
    e. Verbs governing the dative: *antworten, danken, folgen, helfen, gefallen, gehören*
    f. Impersonal verbs: *es regnet, es schneit, es hagelt, es blitzt, es donnert, es klingelt*
    g. Modal auxiliaries in the present tense and in the simple past tense

h. Strong verbs of high frequency: *beginnen, binden, bitten, fangen, fliegen, fliehen, fliessen, geschehen, gewinnen, greifen, heissen, leiden, lügen, reissen, reiten, riechen, scheinen, schiessen, schneiden, schreien, schreiten, schwimmen, springen, stehlen, steigen, sterben, stossen, wachsen, waschen*

3. ADJECTIVE-NOUN COMBINATIONS
   a. Strong declension of adjectives
   b. Weak declension of adjectives
   c. Mixed declension of adjectives
   d. Comparison of adjectives and adverbs

4. WORD ORDER

   After subordinating conjunctions: *bevor (ehe), dass, weil, da, nachdem, obgleich*

5. NUMERALS
   a. Cardinal numbers to 1000
   b. Fractions: *ein halb, anderthalb, zweieinhalb, dreieinhalb; die Hälfte, ein Drittel, ein Viertel*
   c. Multiplication and division
   d. Ordinal numbers, 1 - 100

Level II: Second Half

1. ARTICLE-NOUN COMBINATIONS
   a. Plurals of additional high frequency nouns
   b. Gender of compound nouns

2. VERBS
   a. Strong verbs of high frequency: *befehlen, beissen, biegen, bieten, frieren, gelingen, gelten, geniessen, giessen, hängen, heben, klingen, kriechen, laden, leihen, messen, schelten, schieben, schweigen, sinken, stechen, streiten, treiben, verderben, verzeihen, wiegen, zwingen*
   b. Reflexive verbs: *sich anziehen, sich ausziehen, sich befinden, sich erkälten*
   c. Verbs followed by the dative case: *befehlen, dienen, gehorchen, glauben, schaden, vergeben, verzeihen*
   d. Use of *kennen, können, wissen*

3. PRONOUNS
   a. Interrogative pronouns: *wer, was*

   - b. Relative pronouns: *der, welcher*
   - c. *Wo*-compounds as relative pronouns
   - d. Special uses of *was*

4. PREPOSITIONS
   - a. Review of "doubtful" prepositions: *an, auf, hinter, in, neben, über, unter, vor, zwischen*
   - b. Prepositional compounds with *da*—and *wo*—
5. WORD ORDER
   - a. After *als, bis, damit, indem, ob, obwohl, seit, seitdem, wenn, während*
   - b. Use of *wann, wenn, als*
   - c. Interrogatives as subordinating conjunctions: *wann, wo, wie, warum, was, wohin, woher*
   - d. In relative clauses
6. NUMERALS
   - a. Cardinal numbers over 1000
   - b. Review of the four arithmetical operations

Topical Vocabulary Lists, Level II

These topical vocabulary lists represent selected items taken from the alphabetical lists and grouped around specific topics to facilitate conversation and composition. They do not include idiomatic expressions, which can be found on pages 71-72.

1. SCHOOL

abwesend
anwesend
aufmerksam
bereit
freiwillig
ehrlich
die Note
die Ankunft
das Fach
die Versammlung
der Unterricht
die Pause
das Gedächtnis
s. entschuldigen
schweigen
folgen
turnen
fehlen

2. CLASSROOM

das Diktat
das Wörterbuch
das Problem
die Schwierigkeit
der Fehler
die Grammatik
die Regel
die Erklärung
das Sprichwort
das Gegenteil
das Lesestück
die Erzählung
das Beispiel
das Alphabet
der Buchstabe
der Kreis
nennen
aussprechen
vortragen
buchstabieren
erwidern
malen
zeichnen
wichtig

3. FAMILY

- *der Enkel*
- *die Enkelin*
- *der Schwager*
- *die Schwägerin*
- *der Schwiegervater*
- *die Schwiegermutter*
- *die Stiefmutter*
- *die Köchin*
- *die Liebe*
- *die Braut*
- *der Bräutigam*
- *die Hochzeit*
- *die Wäsche*
- *der Haushalt*
- *die Wohnung*
- *die Geburt*
- *küssen*
- *umarmen*
- *teilen*
- *strafen*
- *streng*
- *verwandt*
- *das Spielzeug*

4. HEALTH

- *die Zahnpaste*
- *die Zahnbürste*
- *die Brille*
- *der Schlaf*
- *die Kraft*
- *das Bad*
- *das Fieber*
- *die Wunde*
- *die Vorsicht*
- *der Unfall*
- *die Folge*
- *blass*
- *blind*
- *ausgezeichnet*
- *lebendig*
- *s. fühlen*
- *schmerzen*
- *ausruhen*
- *einschlafen*
- *aufwachen*
- *atmen*
- *husten*
- *heilen*
- *duschen*

5. PARTS OF THE BODY

- *die Backen*
- *der Bart*
- *der Schnurrbart*
- *die Stirn*
- *die Lippen*
- *das Kinn*
- *die Haut*
- *der Knochen*
- *das Knie*
- *die Zehe*
- *der Knöchel*
- *der Nagel*
- *das Handgelenk*
- *der Ell(en)bogen*
- *die Nerven*
- *die Lungen*
- *das Blut*
- *die Brust*
- *der Muskel*
- *krumm*

6. CLOTHING

- *der Pullover*
- *der Gürtel*
- *die Wolljacke*
- *der Schlips*
- *das Kostüm*
- *die Handtasche*
- *der Stiefel*
- *die Unterwäsche*
- *der Schlafanzug*
- *das Nachthemd*
- *die Armbanduhr*
- *die Kleidung*
- *die Mode*
- *die Juwelen*
- *der Stoff*
- *der Kragen*
- *das Band*
- *der Reissverschluss*
- *das Loch*
- *die Nadel*
- *modern*
- *elegant*
- *echt*
- *einfach*
- *hübsch*
- *s. kleiden*
- *s. umkleiden*
- *anziehen*
- *ausziehen*
- *nähen*
- *bügeln*

7. Occupations

der Schriftsteller
der Dichter
der Komponist
der Musiker
der Richter
der Rechtsanwalt
der Ingenieur
der Wissenschaftler
der Künstler
der Maler
der Schauspieler
der Beruf
der Handwerker
der Elektriker
der Mechaniker
der Buchhalter
die Sekretärin
das Tippfräulein
der Laufbursche
der Photograph
der Lehrling
der Bettler
die Industrie
die Landwirtschaft
die Wissenschaft
die Kunst
beschäftigt
der Erfolg
das Werk
berühmt
s. interessieren
der Wirt

8. Business

die Gesellschaft
die Firma
die Abteilung
der Chef
das Büro
der Kaufmann
der Verkäufer
der Angestellte
die Fabrik
die Maschine
die Ware
der Kunde
herstellen
anstellen
verdienen
sparen
wert
preiswert
bedienen
das Paket
der Umschlag
die Briefmarke
offen
die Wirtschaft

9. Weather

der Blitz
der Donner
das Gewitter
der Frost
der Nebel
die Hitze
das Eis
der Wetterbericht
die Kälte
die Wärme
frieren
nass
trocken
glatt
stürmisch
herrlich
bewölkt
klar
regnerisch
schrecklich
bequem

10. Time

täglich
wöchentlich
monatlich
jährlich
die Gegenwart
die Vergangenheit
die Zukunft
das Jahrhundert
der Augenblick
dauernd

11. Social Relations

die Bekanntschaft
die Freundschaft
die Adresse
die Jugend
ernst
zufrieden

die Unterhaltung
das Gespräch
die Gesellschaft
die Höflichkeit
die Einladung
die Erfrischungen

begleiten
begegnen
begrüssen
empfangen
nett

lustig
angenehm
neugierig
lebhaft
geduldig

12. FOOD

das Kalbfleisch
das Rindfleisch
das Schweinefleisch
der Braten
der Sauerbraten
das Brathuhn
der Aufschnitt
die Forelle
der Hering
der Spinat
die Erbse
der Spargel
der Gurkensalat

der Rotkohl
die Rübe
die Bohne
das Sauerkraut
der Essig
das Öl
der Pfeffer
der Senf
die Zitrone
der Reis
das Mehl
der Rest

das Dutzend
das Gebäck
der Lebkuchen
das Getränk
die Limonade
der Geschmack
bitter
scharf
frisch
fett
durstig
hungrig

13. THE CITY

das Tor
das Geschäftshaus
das Warenhaus
das Lebensmittelgeschäft
das Lagerhaus
die Brücke
der Bürgersteig
das Schild
das Plakat

der Verkehr
die Verkehrsampel
das Taxi
der Lastwagen
der Polizist
die Polizei
die Menge
die Richtung

der Plan
die Mitte
gefährlich
s. beeilen
langsam
sicher
rasch
bewegen

14. BUILDINGS AND MATERIALS

der Gasthof
die Universität
die Burg
der Flughafen
das Gebäude
der Eingang
der Ausgang
schmal

das Metall
das Gas
die Elektrizität
der Marmor
das Kupfer
der Stahl
flach
fest

die Rolltreppe
der Fahrstuhl
der Aufzug
das Stockwerk
das Ladenfenster
der Raum
die Toilette

15. Objects and Appliances

das Licht
der Besen
der Spiegel
der Topf
der Kühlschrank
der Apparat
der Fernsprecher
der Fernseher
der Staubsauger
das Streichholz
die Pfeife
die Zigarre
die Zigarette
der Tabak
die Zange
der Hammer
der Kugelschreiber
die Schreibmaschine
die Sache
der Staub
der Motor
die Schere
das Netz
kehren
reinigen
rauchen
gebrauchen

16. Amusements

der Sport
das Ballspiel
die Mannschaft
der Spieler
Schlittschuh laufen
Schi laufen
jagen
die Oper
das Lustspiel
die Tragödie
das Orchester
das Museum
die Vorstellung
der Tanz
sammeln
der Rundfunk
interessant
langweilig
der Spass

17. Animals and Birds

der Zoo
der Tiergarten
der Affe
der Käfig
der Adler
füttern
die Ziege
das Schaf
die Gans
die Ente
fressen
die Fliege
der Sperling
die Schwalbe
die Taube
das Nest
der Flügel

18. Nature

der Grund
fruchtbar
die Eiche
die Tanne
die Linde
der Hafer
das Korn
die Ernte
pflücken
blühen
die Insel
der Teich
die Landschaft
das Tal
die Halbinsel
der Brunnen
der Strom
der Planet
die Kohle
der Norden
der Süden
der Osten
der Westen
der Ort
das Gebiet
die Gegend
die Autobahn
die Landstrasse

19. POLITICS

die Nation
die Regierung
die Republik
die Demokratie
die Diktatur
das Volk
der Bürger
der Bundestag
der Abgeordnete
der Kanzler
die Partei
der Minister
wählen
der Herrscher

20. GOVERNMENT

das Gesetz
das Gericht
die Ordnung
der Rat
der Friede
der Beamte
das Amt
der Bürgermeister
der Abgeordnete
der Krieg
die Meinung
die Revolution
die Freiheit
die Steuer
der Vertrag

21. MILITARY

die Armee
die Marine
die Luftwaffe
der Offizier
der General
der Hauptmann
der Held
der Feind
der Kampf
der Sieg
tapfer
befehlen
retten
siegen
das Schwert
das Gewehr
die Pistole
die Bombe
töten
kämpfen
verwunden

22. ABSTRACTS

die Tugend
die Sparsamkeit
die Weisheit
die Tüchtigkeit
die Toleranz
die Gerechtigkeit
der Gedanke
die Güte
die Treue
das Vertrauen
die Vorsicht
die Wahrheit
der Unterschied
die Vernunft
der Mut
die Ehre
die Sorge
die Schönheit

23. TRAVEL

das Ausland
die Heimat
der Koffer
der Fahrplan
die Fahrkarte
der Bahnsteig
einsteigen
aussteigen
abfahren
ankommen
fremd
der Dampfer
das Benzin
erreichen
das Fahrrad
das Wirtshaus

Idiomatic Expressions

Level II: First Half

1. *Abschied nehmen*
2. *acht geben*
3. *am liebsten haben*
4. *auf diese Weise*
5. *auf einmal*
6. *Aufnahmen machen*
7. *auf und ab*
8. *auswendig lernen*
9. *bei Tisch*
10. *bitten um*
11. *dann und wann*
12. *das geht nicht*
13. *das versteht sich*
14. *Die Uhr geht falsch (nach, nicht, richtig, vor)*
15. *den ganzen Tag*
16. *eine halbe Stunde*
17. *einen Ausflug machen (eine Radtour)*
18. *eine Rede halten*
19. *es eilig haben*
20. *es klingelt*
21. *fragen nach*
22. *Gute Besserung!*
23. *Guten Erfolg!*
24. *gut gegen (höflich gegen)*
25. *hin und her*
26. *leid tun*
27. *Schade!*
28. *seit Wochen (Monaten,* etc.)
29. *sich erkälten*
30. *sich freuen auf (über)*
31. *sich fürchten vor*
32. *sich irren*
33. *sich wohl fühlen*
34. *spazieren gehen (fahren)*
35. *Tag für Tag*
36. *(heute) über acht Tage*
37. *(heute) vor acht Tagen*
38. *Was fehlt dir (ihm,* etc.) ?
39. *wir alle*
40. *wohnen bei*

Level II: Second Half

1. *arm an*
2. *aufmerksam machen auf*
3. *bei sich haben*
4. *bestehen auf (aus)*
5. *besten Gruss an*
6. *das heisst (d. h.)*
7. *denken an (von)*
8. *Den wievielten haben wir?*
9. *ein Freund von mir (ihm,* etc.)
10. *Er soll (will) reich sein*
11. *erst gestern (morgen,* etc.)
12. *es gefällt mir (dir,* etc.)
13. *es gelingt mir (dir,* etc.)
14. *folgen auf*
15. *glauben an*
16. *halten für*
17. *holen lassen*
18. *ich bin's; er ist's*
19. *ins Deutsche übersetzen*
20. *ins Freie gehen*
21. *kennen lernen*

22. *klagen über*
23. *lachen über*
24. *leiden an*
25. *lieb haben*
26. *Lust haben zu*
27. *machen aus*
28. *mir gegenüber*
29. *reich an*
30. *schicken nach*
31. *schuldig (unschuldig) an*
32. *sich auf den Weg machen*
33. *sich erinnern an*
34. *sich etwas machen lassen*
35. *sich gewöhnen an*
36. *sich gut amüsieren (unterhalten)*
37. *sich gut (schlecht) benehmen*
38. *sich interessieren für*
39. *stehen bleiben*
40. *stolz auf*
41. *verliebt in*
42. *verlobt mit*
43. *werden aus*
44. *zeigen auf*
45. *zuliebe tun*
46. *zum Beispiel (z. B.)*
47. *zu Mittag (Abend) essen*

Alphabetical Checklist, Level II Vocabulary

As stated at the beginning of the alphabetical vocabulary list for Level I, this list represents the minimum vocabulary to be learned in German, Level II. Regarding the sources for this list, see the statement at the beginning of the Level I list, page 50. This alphabetical vocabulary provides a checklist for the teacher in selecting words for mastery from the textbooks used by the class, and in selecting words for uniform or city-wide examinations.

abfahren
Abgeordnete
Abschied nehmen
Abteilung
abwesend
acht geben
Adler
Adresse
Affe
allein
Alphabet
Alte
am liebsten haben
Amt
anders
anderthalb
angenehm
Angestellte
ankommen
Ankunft
ansehen
anstellen
anwesend
anziehen
Apparat
arm an
Armbanduhr
Armee
atmen
auf diese Weise
auf einmal
aufmerksam
aufmerksam (auf etwas) machen
Aufnahmen machen
Aufschnitt
auf und ab
aufwachen
Aufzug

Augenblick
Ausflug machen
Ausgang
ausgezeichnet
Ausland
ausruhen
aussehen
ausserhalb
aussprechen
aussteigen
auswendig lernen
ausziehen
Autobahn

Backen
Bad
Bahnsteig
Ballspiel
Band
Bart
Beamte
bedienen
befehlen
begegnen
begleiten
begrüssen
bei sich haben
Beispiel
beissen
bei Tisch
Bekanntschaft
bekommen
bemerken
Benzin
bequem
bereit
Beruf
berühmt
beschäftigt
Besen
besonders
bestehen auf
bestehen aus
beten
Bettler
bevor
bewegen
bewölkt
biegen
bieten
binden
bitten
bitten um
bitter
blass
blind
Blitz
blühen
Blut
Bohne
Bombe
Braten
Brathuhn
brauchen
Braut
Bräutigam
brennen
Briefmarke
Brille
Brücke
Brunnen
Brust
Buchhalter
Buchstabe
buchstabieren
bügeln
Bundesrat
Bundestag
Burg
Bürger
Bürgermeister
Bürgersteig
Büro

Chef
-chen

daher
dahin
damals
damit
Dampfer
danach
dann und wann
das geht nicht
das heisst (d. h.)
dass
das versteht sich
dauernd
Demokratie
den ganzen Tag
denken an
denken von
Den wievielten haben wir heute?
deshalb
Dichter
dienen
Die Uhr geht falsch, etc.
Diktat
Diktatur
Donner
drehen
Drittel
durstig
duschen
Dutzend

echt
ehe
Ehre
ehrlich

Eiche
eigen
eigentlich
einfach
Eingang
Einladung
einschlafen
einsteigen
Eis
elegant
Elektriker
Elektrizität
Ell (en) bogen
empfangen
empfinden
Enkel
Enkelin
Ente
entschuldigen
entweder
Erbse
er ist's
Erfolg
Erfrischungen
erhalten
erkennen
Erklärung
erlauben
ernst
Ernte
erreichen
Er soll reich sein.
erst gestern (morgen, etc.)
erwidern
Er will reich sein.
Erzählung
es eilig haben
es gefällt mir (dir, etc.)
es gelingt mir (dir, etc.)
es klingelt
Essen
Essig

Fabrik
Fach
Fahrkarte
Fahrplan
Fahrrad
Fahrstuhl
fangen
fast
fehlen
Feind
Fernseher
Fernsprecher
fest
fett
Fieber
Firma
flach
Fliege
fliegen
fliehen
fliessen
Flügel
Flughafen
Folge
folgen
folgen auf
Forelle
fragen nach
Freiheit
freiwillig
fremd
fressen
Freundschaft
Freund von mir (ihm, etc.)
Friede
frisch
Frost
führen
furchtbar
fürchten
füttern

Gans
Gas
Gasthof
Gebäck
Gebäude
Gebet
Gebiet
gebrauchen
Geburt
Gedächtnis
Gedanke
geduldig
gefährlich
gefallen
Gegend
Gegenteil
gegenüber
Gegenwart
gehorchen
gehören
gelingen
gelten
General
geniessen
gerade
Gerechtigkeit
Gericht
geschehen
Geschmack
Gesellschaft
Gesetz
Gespräch
Getränk

Gewehr
gewinnen
Gewitter
glatt
Grammatik
greifen
Grund
Gruss an
Gurkensalat
Gürtel
Güte
Gute Besserung!
Guten Erfolg!
gut gehen

Hafen
Hafer
Halbinsel
halten für
Hammer
Handgelenk
Handtasche
Handwerker
hängen
Hase
Hauptmann
Haushalt
Haut
heben
heilen
Heimat
-heit
Held
her
herauskommen
herein
Hering
herkommen
herrlich
Herrscher
herstellen
heute über acht Tage
heute vor acht Tagen
hin
hineingehen
hinten
hin und her
Hitze
Hochzeit
höflich gegen
Höflichkeit
holen lassen
hübsch
hungrig
Husten

ich bin's
im Juni (Juli, etc.)
-in
indem
Industrie
Ingenieur
ins Deutsche übersetzen
Insel
ins Freie gehen
interessant
inzwischen

jagen
Jahrhundert
jährlich
je
Jugend
Juwelen

Käfig
Kalbfleisch
Kälte
Kampf
kämpfen
Kanzler
Kaufmann
kaum
kehren
-keit
kennen lernen
Kinn
klagen über
klar
Kleidung
klingen
Knie
Knöchel
Knochen
Köchin
Koffer
Kohle
Komponist
Korn
Kostüm
Kraft
Kragen
Kreis
kriechen
Krieg
krumm
Kühlschrank
Kugelschreiber
Kunde
Kunst
Künstler
Kupfer
küssen

lachen über
laden
Ladenfenster
Lampe
Landschaft

Landstrasse
Landwirtschaft
langweilig
Lastwagen
Laufbursche
lebendig
Lebensmittelgeschäft
lebhaft
Lebkuchen
Lehrling
leiden
leiden an
leid tun
leihen
-lein
Lesestück
letzt
Licht
Liebe
lieb haben
Limonade
Linde
Lippen
Loch
Luftwaffe
lügen
Lungen
Lust haben zu
lustig
Lustspiel

machen aus
malen
Maler
Mannschaft
Marine
Marmor
Maschine
Mechaniker
Mehl
Meinung
Menge
merken
messen
Metall
Minister
mir gegenüber
Mitte
Mode
modern
möglich
monatlich
Motor
Museum
Musiker
Muskel
Mut

nachdem
nachher
Nachthemd
Nadel
Nagel
nähen
nass
Nation
natürlich
Nebel
nennen
Nerven
Nest
nett
Netz
neugierig
Norden
Note
nötig

ob
obgleich
obwohl
offen
Offizier
Öl
Oper
Orchester
Ordnung
Ort
Osten

Paket
Partei
passieren
Pause
Pfeffer
Pfeife
pflücken
Photograph
Pistole
Plakat
Plan
Planet
plötzlich
Polizei
Polizist
preiswert
Problem
Pullover

quer

Radtour
rasch
Rat
rauchen
Raum
Rechtsanwalt
Rede halten

Regel
Regierung
regnerisch
reich an
reinigen
Reis
reissen
Reissverschluss
reiten
rennen
Republik
Rest
retten
Revolution
Richter
Richtung
Rindfleisch
Rolltreppe
Rotkohl
Rübe
Rundfunk

Sache
sammeln
Sauerbraten
Sauerkraut
Schade!
schaden
Schaf
-schaft
scharf
Schauspieler
scheinen
schelten
Schere
schicken nach
schieben
schiessen
Schi laufen
Schild
Schlaf
Schlafanzug
Schlips
Schlittschuh laufen
schmal
schmerzen
Schnurrbart
Schönheit
schrecklich
Schreibmaschine
schreiten
Schriftsteller
schuldig an
Schwager
Schwägerin
Schwalbe
schweigen
Schweinefleisch
Schwert
Schwiegermutter
Schwiegervater
Schwierigkeit
seit
seitdem
seit Wochen (Monaten, etc.)
Sekretärin
selber
selbst
selten
senden
Senf
sich amüsieren
sich ärgern über
sich auf den Weg machen
sich befinden
sich beeilen
sich entschuldigen
sicher
sich erinnern an
sich erkälten
sich etwas machen lassen
sich freuen auf
sich freuen über
sich fühlen
sich fürchten vor
sich gewöhnen an
sich gut benehmen
sich hinlegen
sich interessieren für
sich irren
sich kleiden
sich niedersetzen
sich schlecht benehmen
sich umkleiden
sich unterhalten
sich wohl fühlen
Sieg
siegen
sinken
sonst
Sorge
soviel
sparen
Spargel
Sparsamkeit
Spass
spazieren gehen
Spazierfahrt machen
Sperling
Spiegel
Spieler
Spielzeug
Spinat
Sport
Sprichwort
springen
Stahl

Staub
Staubsauger
stechen
stecken
stehen bleiben
stehlen
steigen
Steuer
Stiefel
Stiefmutter
Stirn
Stockwerk
Stoff
stolz auf
stossen
strafen
Streichholz
streiten
streng
Strom
stürmisch
Süden

Tabak
Tag für Tag
täglich
Tal
Tanne
Tanz
tapfer
Taube
Taxi
Teich
teilen
Tiergarten
Tippfräulein
Toilette
Toleranz
Topf
Tor
töten
Tragödie
treiben
Treue
trocken
trotzdem
Tüchtigkeit
Tugend
turnen

überhaupt
übrig
umarmen
Umschlag
Unfall
-ung
Universität
Unterhaltung
Unterricht
Unterschied
Unterwäsche

verbinden
verderben
verdienen
Vergangenheit
vergeben
Verkäufer
Verkehr
Verkehrsampel
verlangen
verlassen
verliebt in
verlobt mit
Vernunft
Versammlung
verschieden
versprechen
verstecken
Vertrag
Vertrauen
verwandt
verwunden
verzeihen
Volk
vorher
vorne
Vorsicht
vorstellen
Vorstellung
vortragen

wachsen
wählen
Wahrheit
wahrscheinlich
Ware
Warenhaus
Wärme
Wäsche
Was fehlt dir (ihm, etc.)?
wechseln
weil
Weisheit
wenden
wenn
werden aus
werfen
Werk
wert
Westen
Wetterbericht
wichtig
wiegen
wir alle
wirklich
Wirt
Wirtschaft
Wirtshaus
Wissenschaft

Wissenschaftler
wöchentlich
wohnen bei
Wohnung
Wolljacke
Wörterbuch
Wunde

Zahnbürste
Zahnpaste
Zange
Zehe
zeichnen
zeigen auf
zerbrechen
Ziege
Zigarette
Zigarre
Zitrone
Zoo
zufrieden
Zukunft
zuliebe tun
zum Beispiel (z. B.)
zu Mittag (Abend) essen
zu Weihnachten
zwar
zweieinhalb
zwingen

Culture Topics, Level II

As explained in the previous section on the *Teaching of Culture,* pp. 34-38, the pupil will receive an introduction to German culture through the language. Further cultural information is outlined for Level I on pages 58-62. In addition, the following reference list for Level II is provided for the teacher.

It is not intended that pupils be given all this information. Teachers will decide which items to present and hold pupils responsible for. These topics are best taken up as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

We Take a Trip to Germany

CROSSING THE OCEAN

1. By boat: Hamburg-Atlantic Line (HAPAG) sails from New York to Cuxhaven at the mouth of the Elbe.
   North German Lloyd (NDL) sails to Bremerhaven at the mouth of the Weser.
2. By plane: Lufthansa planes fly daily from New York to Cologne and Munich, to Frankfurt and Hamburg, and to Frankfurt and Stuttgart. The flight to Frankfurt by jet plane takes about eight hours.
   From Munich, Bremen, Frankfurt, Cologne, Hamburg, Düsseldorf and Hanover there are daily flights to Tempelhof Airport in West-Berlin.

TRAVELING IN GERMANY

1. Exchange of money: The German monetary unit is the Deutsche Mark (DM). 1 DM = 100 Pfennig. There are coins of 1, 2, 5, 10, and 50 Pfennig and silver coins of 1, 2, and 5 DM. There are bills of 5, 10, 20, 50, and 100 DM. One mark is worth about 25 cents.
2. Transportation: The *Bundesbahn* operates both trains and buses. There are two classes on trains. On through trains places may be reserved in advance and an extra fee *(Zuschlag)* is charged. There are various types of express trains: *Eilzug, D-Zug, Fernschnellzug.*
3. Hotels: At railroad stations in Germany there is a *Zimmernachweis* (room booking agency) which has a list of all hotels and boarding houses. When you need assistance in making reservations, buying tickets, finding a restaurant or a shop, the hotel *Portier* is the man to see. A good *Portier* can arrange almost anything—if he is tipped according to the difficulty of the task. Since a 10 or 15 per cent service charge is included in your hotel bill, you are not expected to tip anybody, except the *Portier.*
4. The Post Office: The *Bundespost* not only takes care of the mail but also performs a variety of other services. You can make long-distance phone calls or send telegrams in the post office. The *Bundespost* collects radio and television fees and handles the payment of old-age pensions. It has an extensive bus system, which distributes the mail to the country post offices and at the same time transports passengers. You can recognize the *Bundespost* cars by their yellow color and the letters BP on their license plates.

A GERMAN CITY

1. Life in the large cities is similar to life in New York. There are residential areas and business districts, all kinds of shops, theaters, museums, libraries, schools, government agencies, restaurants, traffic.
2. Among the characteristic features to be found in German towns and places where typical examples may be seen are:
    - *Rathaus—Hamburg*
    - *Marktplatz—Tübingen*
    - *Domplatz—Köln*
    - *Bahnhof—Stuttgart*
    - *Brunnen—Nürnberg*
    - *Tore—Freiburg*
    - *Stadtmauer—Rothenburg*
    - *Kirche*
        - *im gotischen Stil—der Kölner Dom und das Münster in Ulm*
        - *im Barock Stil—die Wieskirche*

Fachwerkhäuser—Miltenberg
Balkone mit Blumentöpfen—Oberammergau
Bemalte Häuser mit Sprüchen—Bad Aibling

3. Stores may have confusing names. *Drogerie* and *Apotheke* both sell medicines, but only an *Apotheke* will fill a prescription. *Warenhaus* and *Kaufhaus* are department stores. *Reformhaus* is a store that specializes in health foods.
4. There are many kinds of restaurants: *Ratskeller, Gartenwirtschaft, Konditorei, Cafe, Milchbar.* In large cities a restaurant often has a *Terrasse* on the street. In many places there will be a *Stammtisch* in a restaurant where a group of men meets regularly.

GERMAN SCHOOLS

In most parts of Germany the school year begins at Easter and the school week has six days. Children must attend school from the ages of six to eighteen. All children go to the same *Volksschule* or *Grundschule* for four years. After this period the pupil has a choice of staying in the *Volksschule* another four or five years or of transferring to a *Gymnasium.* If he plans to attend a university, he must stay in the *Gymnasium* nine years and then pass a final examination called *das Abitur.* Pupils who stay in the *Volksschule* must attend a vocational school part time until they are eighteen. Ratings are numerical from 1 (very good) to 6 (failure).

SPORT

The most popular sport in Germany is *Fussball,* which is the game we call soccer. Every German town of any size has a stadium and athletic field and even the smallest village has its *Turnhalle* for meetings of the *Turnverein.*

In mountainous areas *Bergsteigen* and *Schi laufen* are popular. *Camping, Wandern* and *Radfahren* are familiar sports throughout the entire country. The schools have organized *Wandertage,* on which a class goes on an excursion *(Ausflug)* with the teacher.

FAIRS

There are many general fairs and specialized technical exhibitions in Germany every year. Among the best known are the "Fair of German Industry" in Hanover and the fairs in Frankfurt and Cologne. Other important fairs are the Frankfurt Book Fair and the Nuremberg Toy Fair.

MUSIC FESTIVALS

Each summer tourists from all over the world come to Bayreuth to hear the performances of Wagner's operas and to Salzburg for the Mozart Festival.

HOLIDAYS

One of Europe's biggest folk festivals is the *Oktoberfest,* which takes place toward the end of September in Munich. Incredible quantities of beer are consumed along with tons of pork sausages, roasted chickens and oxen on the spit.

In the Rhineland, in the Palatinate, and other wine growing regions there are wine festivals in late summer and fall. One of the oldest is the *Wurstmarkt* in Bad Dürkheim.

The carnival season is celebrated with masquerades, fancy-dress balls, and parades with huge floats especially in Cologne, Mainz and Munich. Each place has its own name: in Cologne—*Karneval,* in Mainz —*Fassenacht,* and in Munich—*Fasching,* and special customs.

Good Friday *(Karfreitag)* and Easter Monday are legal holidays in Germany. Easter bonfires are built in many places. There are colored Easter eggs, Easter rides and fire wheels rolled down from the hills.

On the sixth of December, St. Nicholas Day (Nikolaustag) is celebrated in Germany. *Nikolaus* or *Knecht Ruprecht,* impersonated by an older person of the village, goes from house to house. The children recite verses for him, and he rewards the good children with candies and fruits from the big bag he carries with him or punishes naughty children with his *Rute.*

At Christmastime most German families have a tree decorated with tinsel *(Flittergold, Engelshaar)* and real candles in their home. There are many well-known Christmas carols besides the familiar *Tannenbaum* and *Stille Nacht, heilige Nacht.* The distribution of gifts is called *die Bescherung.* The common greeting is *Fröhliche Weihnachten* or *ein frohes Weihnachtsfest.*

Marzipan, Lebkuchen and all kinds of *Weihnachtsgebäck—Pfeffernüsse, Stollen*—are found in the stores. Often the marzipan is in the shape of a pig with a gold coin in his mouth as the pig is a symbol of good luck.

The thirty-first of December, *Silvesterabend,* which is usually celebrated in the family circle, ushers in the New Year. People wish each other *ein glückliches Neujahr* or *Prosit Neujahr.*

LEVEL III

ARTICULATION

The Need for Articulation

With the expansion of Level I and II instruction in the lower schools, the number of pupils entering high school with two years of foreign language study has rapidly increased. As a result, Level III has become more and more the crucial stage of transition in the study of foreign languages. This transition should be effected as smoothly as possible if the aims of the foreign language program are to be realized. There should be an uninterrupted continuity in subject matter, in materials, methods and evaluation of instruction as well as in standards and rating of achievement. Maintaining continuity in these phases of the program is essential so that the unavoidable process of adjustment which pupils experience in going from one division to another will not be unnecessarily complicated or unduly prolonged.

In this process of adjustment, it is the pupil who must be the focus of our concern; for if pupils are to continue the study of the language they had begun to study in the lower school, and persist in this study throughout a four or five level sequence, they must retain their initial momentum and their sense of meaningful and pleasurable accomplishment. Failure in this respect would nullify one of the major purposes of the program, namely, to extend the time devoted to the study of a foreign language.

Problems of articulation have heretofore existed in regard to pupils who began their foreign language in the ninth year of junior high school (Level I) and who continued the tenth year (Level II) in senior high school. Teachers in both divisions had long been aware of, and had long been coping with these problems. To be sure, there had been some notable instances of successful articulation between "feeder" and "receiver" schools, but in general the situation left a good deal to be desired.

A mitigating factor in the previous situation was that these problems of articulation were not considered insuperable because a manageable interval of two years still remained before the Level III Regents Examination. However, the problems of articulation acquired a new urgency when the two-year foreign language sequence in the lower schools became more widespread. New problems arose as a normal result of this change, and these problems are being solved by providing a high degree of uniformity in methods, materials, and evaluative procedures for Levels I and II in both lower and higher divisions.

Inter-Level Responsibility

Good articulation can be effectuated as teachers in both divisions accept their mutual responsibilities in implementing the foreign language program. One of the aims of the program is to provide opportunity for a longer sequence in foreign language. This means that articulation is not merely desirable but absolutely necessary. Feeder school teachers cannot feel that their responsibilities to their pupils cease at graduation time. High school teachers should not feel that they can act independently of the foreign language program being implemented in their feeder schools. Teachers in both divisions must realize that the foreign language program is inter-divisional. A constructive unity of purpose and a spirit of mutual good will can greatly help to solve the problems of articulation.

Of primary importance is the accomplishment of the aims and objectives of the curriculum for the various levels of instruction. Pupils in Level I should be equipped with the competencies required for the four skills as well as with the knowledge of structure, idiom and vocabulary outlined for Level I, before being promoted to Level II. Similarly, pupils in Level II should be provided with the skills and knowledge required for Levels I and II before being promoted to Level III. These pupils will be required to do advanced auditory comprehension, reading, structure and composition work, which, after a year, will enable them to cope with the Level III Regents Examination.

It is recommended that teachers of Levels I and II study the Level III Regents Examination, so that they may become aware of the wide vocabulary range and the maturity of concept demanded of pupils at this level. Teachers of Level II classes will quickly realize that pupils who have not accomplished the work of Level II cannot possibly absorb in the one remaining year of instruction the unfinished part of the work of Level II and, in addition, all the work of Level III.

Teachers in both divisions should familiarize themselves with the current approaches to language learning and should implement them in their classes, as required in the curriculum bulletin. In so doing, they will (1) better understand the manner in which lower level pupils have achieved their skills and knowledge, and (2) be enabled to provide continuity in methods through the use of those audio-lingual techniques which are practicable on the more advanced levels of learning. Both understanding and implementation of the new methodology are required before articulation can be attained.

The paragraphs that follow indicate and discuss some practical suggestions to both teachers and chairmen for promoting articulation between divisions and levels. It is urged that these suggestions be made a continuing part of the agenda of department conferences and interdivisional meetings.

Practical Suggestions for Promoting Articulation

Providing for Continuity of Instruction

Articulation between divisions and levels is predicated upon continuity of instruction in methods, materials, and evaluative procedures. A good foreign language program represents a solid progression in learning, from presentation through evaluation. Constant reinforcement and reintroduction of material provide the accumulation necessary for the absorption of foreign language content and for its use in the various skills. In order to provide this solid progression through three, four or five levels of learning, agreement between the high school and its feeder schools is of prime importance.

The materials and methods outlined in this curriculum bulletin provide the minimum essentials upon which continuity of instruction can be based. High schools receiving lower school pupils on the second level of learning should be certain that their courses of study not only provide for new learning on the second level, but for reinforcement and reintroduction of first level materials of the lower school as well as of those of the high school. Similarly, the Level III program of the high school should provide for reinforcement and reintroduction of the material of the second level of the lower school program as well as that of the high school program.

To ensure a solid program of instruction, continuity of materials and methods should also be provided from level to level within the high school. A firm foundation in the early years is the only basis on which an advanced program of language learning can be constructed.

Continuity of instruction between the lower schools and high schools can best be effectuated on the local level between the high school and its feeder schools. Personnel of both divisions should become acquainted with the foreign language program in force in each other's schools, and should work together as a team to effectuate a program which is pupil-oriented and systematic, and which at the same time meets the standards of achievement suggested by the State curriculum and required in the City curriculum. Local cooperation to achieve line-by-line understanding of the curriculum by personnel in both divisions is recommended.

Materials

High school personnel should have a thorough knowledge of the texts, courses of study and supplementary materials used in their feeder schools. Feeder school personnel should also have a thorough knowledge of the materials used in Levels I and II in the high school to which their pupils will go upon graduation. In addition, they should be familiar with the type of materials which their pupils will encounter in Level III.

A cross-check of the vocabulary, idioms and structures used in both divisions in Levels I and II should be made and a common base of learning established. In this common base should be included the structures and vocabulary required by the curriculum.

Gaps existing between the materials used in the feeder schools and those used in the high schools should be ascertained and provision should be made for filling these gaps. If, for example, pupils in the high school are held responsible for structural items which have not been taught in the lower schools, teachers should be aware of the discrepancy and provision should be made for the introduction of the structural topics in either school before pupils can be expected to perform successfully with these topics.

Utilization of similar materials in Levels I and II in both divisions would go far toward promoting good articulation. It is suggested that the same basic texts and readers be used wherever practicable. The use of similar supplementary materials, such as auditory comprehension passages, pattern drills, dictations, etc., not only helps provide continuity in instruction but reduces the work load of teachers. The sharing of such materials is strongly recommended.

Audio-Lingual Skills

As previously stated, continuity in methods as prescribed by the curriculum for each of the skills on the different levels of learning is essential in effectuating an articulated program. Teachers receiving pupils in Level II should provide for a continuation of audio-lingual techniques in the presentation of structures and forms and in the development of conversational skills. These techniques not only develop the speaking skill but help lay a foundation for reading and writing skills. High schools receiving pupils in Level III should continue such audio-lingual techniques as are acceptable at this level.

Teacher Training

All foreign language teachers should be equipped with the techniques for the audio-lingual presentation of structures and forms and should be cognizant of the differences to be made in such presentation as pupils progress through the levels. The Board of Education's television channel, WNYE-TV Channel 25, will offer programs to implement this course of study and train teachers in current methods. Also recommended are the films, *Audio-Lingual Techniques,* produced by the Modern Language Association in conjunction with the Center for Applied Linguistics, and the kinescopes of the Regents Educational Television Series, *New Approaches to the Teaching of Foreign Languages in the Secondary Schools.* The films and kinescopes may be borrowed from the BAVI collection. (See p. 169.) Attendance at Language Institutes will also give teachers opportunities for acquiring and practicing the latest audio-lingual techniques.

Teachers should avail themselves of opportunities to witness lessons implementing the audio-lingual program. Foreign language chairmen in both divisions should make available to their teachers guides for the preparation of pattern drills. The chapter of this bulletin entitled *Patterns for Drill,* pp. 20-29, provides the necessary information. Suggestions for constructing drills may also be found in the various works on applied linguistics listed in the bibliography at the end of this bulletin. Pattern drills, as needed, should also be constructed for basic texts which lack them.

Reading

Since the foreign language program includes the development of reading skills, teachers should utilize the directions given in the sections of this bulletin dealing with intensive reading and with silent reading, pp. 14-15, when preparing reading lessons. Intensive reading should be begun during the latter half of Level I and continued through succeeding levels of instruction as prescribed in the curriculum. In both divisions, teachers should be certain that their reading programs are parallel in type and in quantity. Intervisitation, within a school and between schools, is highly recommended to achieve these purposes.

Writing

In providing for continuity of instruction in writing, teachers of Levels I and II should insist upon the accuracy and precision necessary as a foundation for later guided composition work. Teachers of Levels II and III classes, on the other hand, should be cognizant of the earlier writing program as prescribed by the curriculum. They should guard against requiring pupils to translate structures and forms, or to perform writing skills in a way in which they have not been instructed. A study of the Level III section in this bulletin entitled *Developing the Language Skills—Writing,* pp. 112-119, will indicate to teachers of Level III which of the writing skills pupils have practiced in previous levels, and which new skills are to be taught in Level III.

Homework

Observance of uniform standards by all teachers in regard to homework assignments will assist pupils considerably in easing the transition from lower to higher levels. As was stated in the section on *Homework* in Levels I and II, a planned schedule of definite homework assignments from the very beginning of each level is essential to inculcate proper study habits. Homework should be suitably motivated and precise instructions given as to what is to be done, how much is to be done, and how it is to be done. Practice of the assignment in class should, as a rule, precede what is to be done at home. Provision should be made for individual differences, and extra work rewarded. Correction of homework under teacher supervision should follow regularly after each assignment.

Evaluation

High schools and their feeder schools should maintain a periodic exchange of test papers. An exchange of uniform exams, midterms, finals and class sets of examinations, either unit tests or tests of special skills, will promote articulation by increased understanding of what is being taught in each division and how it is being tested. Still more important, an exchange of tests will reveal to the high school what is required of pupils in the feeder school; conversely, it will reveal to the feeder school what is required of pupils on the succeeding level in the high school. Such understanding can bring about gradual changes which will result in an articulated foreign language program.

AIMS FOR LEVEL III

Linguistic

1. To attain increasing competence in understanding German when spoken by a native at normal tempo and on topics within the scope of Levels I through III.
2. To develop to an increasing degree the ability to speak German correctly and with sufficient clarity to be understood by a native, on topics within the scope of Levels I through III.
3. To increase the ability to read new material in German within the scope of Levels I through III, with direct comprehension and with appreciation.
4. To develop further the ability to write German correctly within the scope of Levels I through III, without resorting to translation.

Cultural

The cultural aims for Level III are the same as those posited for Levels I and II, with growth and enrichment continuing throughout Level III. These cultural aims are:

1. To develop an enlightened understanding of the German people through a study of their contemporary life, their patterns of behavior and their national customs and observances.
2. To acquire specific knowledge regarding the geography, history, economic life and educational and political institutions of the German people.
3. To acquire attitudes conducive to intercultural harmony through a study of the contributions of the German people to the development of the United States and to world civilization.
4. To develop a cultural and esthetic appreciation of Germany through a study of its language, art, music, literature, science, and contemporary art forms, such as drama, film, dance, and design.

GUIDING PRINCIPLES, LEVEL III

1. Since the aims of the foreign language program cannot be fully realized unless pupils continue through the entire four-level sequence, teachers should exert every effort to make their instruction purposeful and attractive. Every step of learning should be aptly motivated in terms which pupils can understand and react to favorably. Frequent appeal should be made to the individual interests and talents of pupils. Above all, the teacher should em-

phasize at every suitable occasion the educational, vocational, avocational and social advantages of knowing German.

2. Emphasis on auditory comprehension and on spoken German is to be maintained throughout Level III. There should be a systematic review and cumulative development of the audio-lingual skills acquired in Levels I and II.
3. English should be used only when necessary; i.e., (a) to state essential rules of grammar; (b) to explain structures and idioms in radical contrast with English; and (c) to give the meaning of words and phrases which cannot be expeditiously explained in German.
4. The use of pattern drills should be continued for those items of structure, vocabulary and idiom required for active mastery. However, pattern drills, like finger exercises for the piano, are not an end in themselves; it is the final communicative performance that counts. With increased maturity and linguistic experience, pupils should be able to respond directly in normal situations without going through all the intermediate stages of minimal-increment drill.
5. In view of the fact that the development of reading skills will occupy a large part of the time in Level III, the audio-lingual and writing skills should be practiced in conjunction with reading. Oral reading, oral drills to activate structure and vocabulary, oral questions and answers and discussion, auditory comprehension exercises or tests, and oral summaries or composition can be selected at suitable times to accompany the reading process and to serve as a prelude to writing.
6. Translation should not be used as a consistent teaching or testing device in Level III. Among its adverse effects on foreign language learning, translation gives undue prominence to English, whereas to achieve the aims of direct auditory and reading comprehension and of prompt oral response, English interference must be neutralized.
7. The teaching of culture in Level III will emphasize the acquisition of specific subject matter, not as isolated facts but as the basis for developing understanding, insights, attitudes and appreciation with reference to the German people, their language, land and culture.
8. Testing and evaluative procedures should operate, as far as possible, within the German language. Emphasis should be on testing linguistic performance in context or in natural situations. Where

the operations to be performed are novel, complex or, for any other reason, likely to be misunderstood or misinterpreted, the directions should be given in English.

9. Although the language laboratory and classroom electronic equipment cannot replace live instruction, they can be used profitably to extend and supplement it. In using such aids, correlation with textbooks and teaching materials is essential for attaining the maximum of sequential learning with the greatest economy of time. The laboratory and classroom electronic aids can be used to advantage for pronunciation practice, structure and vocabulary drill, auditory comprehension practice and testing, oral production practice, and cultural enrichment programs. The language laboratory and classroom discs and tapes are invaluable in providing pupils with listening-comprehension experiences involving a variety of native German speech at natural tempo.
10. Objective (visual) aids should be used purposefully to promote both cultural and linguistic learning. The chief uses of objective aids are: (a) psychological, i.e., to arouse and maintain pupil interest and to create a favorable learning atmosphere by simulating distinctive features of the foreign environment; and (b) linguistic, i.e., to objectify selected linguistic data as a basis for drill and conversation.

DEVELOPING THE LANGUAGE SKILLS, LEVEL III

Auditory Comprehension

The goal to be attained in developing this skill is the ability to understand German when spoken at normal tempo on topics within the scope of Levels I through III. These topics will be discussed later in this section, and they are also listed in some detail in the section entitled, *Vocabulary Range,* pp. 121-125. In order to determine the techniques by which auditory comprehension can be most effectively developed, it is necessary to clarify what is meant by German spoken at normal tempo.

The normal utterances of speech form a continuum of vocal sound which may convey meaning through such linguistic features as structure, vocabulary, enunciation, stress, intonation, juncture, and pause. Characteristic of speech is the rapid utterance of entire sequences of sound, not, as a rule, of individual words. If the learner concentrates on any of the above separate features of speech, or consciously tries to analyze or translate any particular feature, he will lose the thread of meaning, for speech flows on and does not pause for his deliberations. Thus, if a pupil is to learn how to comprehend German when spoken at normal tempo, he must acquire the ability to comprehend whole sequences of German speech without pausing to analyze or translate its separate features. The only way to develop this ability is massive and frequent exposure to normal German speech, followed by analysis and repeated exposure.

It is assumed that by Level III the pupil will have acquired some basic skill in auditory comprehension, especially if audio-lingual techniques have been consistently used to automatize recognition and comprehension of structures and vocabulary, without recourse to translation. He will have heard his teacher present German structures and vocabulary in repetition drills, give model renditions of dialogue roles and memory selections, give oral commands (followed by action responses), read aloud, relate anecdotes, ask questions, read dictations and auditory comprehension passages, etc. He will also have listened to a certain amount of recorded German speech on discs, tapes, and sound films. Such auditory comprehension experiences should, of course, be continued, but on a higher level, beyond the conventionalized, drill variety of speech and the slower delivery that had been required for beginners.

In Level I especially, and to a somewhat lesser degree in Level II, auditory comprehension had been tied to oral production on the principle that hearing and speaking are a concurrent process. This had been useful for the initial stages of learning, but we must recognize that auditory comprehension is also a special skill, and one which can be developed at a faster rate than that of oral production. To the language teacher it is a matter of everyday observation that pupils can be taught to understand much more than they can actually reproduce orally. This has important implications for the teaching of auditory comprehension in Level III. Once we rid ourselves of the inhibitive practice of requiring pupils to reproduce orally the precise content of what they can comprehend audially, the way is opened for auditory comprehension of a much greater variety of topics more nearly approaching the maturity of comprehension which pupils have attained in English.

After two or three years of studying a second language, with concentration on its basic structures and vocabulary, our pupils will have attained only a modest speaking ability in that language. But this need not be so with auditory comprehension if we develop it to the point where (a) the pupil can comprehend the gist of a recorded conversation between foreign pupils of his own age, (b) understand the general situation of a recorded anecdote or playlet, (c) grasp the plot essentials of a short narrative, (d) listen intelligently to a foreign radio or television interview, or to a news broadcast, or (e) follow the foreign language commentary of a film travelogue. These are among the recommended auditory comprehension activities of Level III.

The listening activities described above represent a final stage of learning rather than a starting point. It is only after a series of carefully prepared and guided steps that the pupil eventually attains the goal of accurate auditory comprehension. The procedure may be likened to that of teaching intensive reading, only in this instance, the major effort will be directed to the ear rather than to the eye.

SUGGESTED PROCEDURE FOR AN AUDITORY-COMPREHENSION LESSON
(Without Accompanying Text)

The following steps in teaching the auditory comprehension lesson are predicated on a suitably graded recorded passage or dialogue with playing time approximately two minutes. Although an accompanying text may be used by the pupils in a variation of this type of lesson, the procedure outlined below does not provide for such a text. An attempt is made to simulate a functional listening experience where the listener would normally not have the text before him. The recommended procedure is as follows:

1. *Motivation.* Base this on content and direct it toward pupil experience.
2. *Psycho-Linguistic Set.* Indicate briefly and simply in German the situation, context or frame within which the spoken material unfolds.
3. *Removal of Difficulties: Phase One.* Teach and explain only those structures, vocabulary and cultural features beyond the hitherto attained audial range of the class.
4. *First Listening.* Complete run-through, without interruption.
5. *Removal of Difficulties: Phase Two.* Using structures and vocabulary taught in step 3, ask questions to determine which further

difficulties, if any, are to be cleared up. Spot-playing of difficult parts precedes and follows analysis and clarification.

6. *Second Listening.* Complete run-through, without interruption.
7. *Activation of Responses.* Activate only those structures and vocabulary which pupils will need for responses. Use spot-playing for cues to responses that pupils may find difficult.
8. *Third Listening.* Complete run-through, without interruption.
9. *Comprehension Check.* Using structures and vocabulary activated in step 7, ask questions designed to elicit a summary. Terminate by a guided, and then a free, summary.
10. *Application.* Ask personalized and relay questions to elicit reactions, appreciation, analogies to pupil experience, etc.

The above are the fundamental steps of the auditory comprehension lesson, although the procedures may be varied, recombined or curtailed, depending on the teacher's skill, the ability of the class, the difficulty of the spoken material and the time available. This type of lesson aims at the development of audio-lingual skill, with accent on the "audio".* Lessons of this type should be given at regular intervals throughout Level III, using spoken German material of increasing difficulty, spoken by native Germans at their normal rate of delivery, and dealing with the topics outlined below.

Classroom and laboratory exercises designed to develop listening comprehension may be divided into five types:

1. Auditory Comprehension
2. Audio-Lingual
3. Audio-Reading
4. Audio-Writing
5. Combination of the above

The first type has already been fully described in the lesson steps outlined above. This type is, of course, the one recommended for the development of auditory comprehension as a special skill. As indicated above, it is conducted entirely in German and corresponds to the functional uses of auditory skill in a German environment. Such functional uses would include the following types of spoken material:

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*For auditory comprehension lessons in connection with the reading lesson and with writing, see the chapter on *The Language Laboratory,* pp. 170-182.

Dialogues
Anecdotes
Short Stories
Playlets
News Broadcasts
Weather Reports
Travelogues
Interviews
Radio Skits
Song Recitals
Poetry Recitals

The other types are described later in this chapter in the discussion of *Reading,* p. 101, and *Writing,* p. 112, and in the chapter on the *Language Laboratory,* pp. 170-182.

The content and scope of Level III auditory material are almost identical with those of the materials used in Levels I through III for the development of the other language skills. However, as a "passive" skill, auditory comprehension will cover a wider range of topics than is required for the development of speaking ability, which is an "active" skill, and hence, one in which more limited accomplishment is to be expected. The content and scope of materials used to develop auditory comprehension as a special skill would coincide more closely with those of its related skill, namely, silent reading, which may also be described as a "passive" skill. Consequently, the list of topics given in the section on *Vocabulary Range,* under the headings of intensive and extensive reading, pp. 124-125 will serve as the suggested content and scope for Level III auditory comprehension work. A selection of these topics is given here for the teacher's convenience.

Current Events
Holidays and Observances
Contemporary Life
Homemaking, Fashions
Theater, Film, Opera
Government, Politics
Education, Schools
Sports, Recreation
Science and Industry
Travel and Communication
Art, Architecture, Monuments
Biographical Sketches

It is by no means intended that all of these topics be taken up in detail. The selection of particular topics and their depth of treatment will be determined by the reading and cultural materials used in Level III and by the progress of the class. Teachers should also be guided by the grade or difficulty levels indicated in approved lists of disc and tape recordings.

Oral Production

General Considerations

By "oral production" is meant all the component oral skills that lead up to and include normal conversation. In Levels I and II, for the most part, it was the component oral skills that were practiced; i.e., mimicry pronunciation, oral recitation of dialogues and action series, and oral drill of patterned exercises, such as substitution, variation, cued and directed responses, and various types of question-answer drills. This was necessary to give pupils oral control over basic sound-structure patterns as they were progressively introduced. Some of these oral drills will, of course, be continued for the new structures and vocabulary that are taken up in Level III. However, these oral drills do not constitute conversation as the word is generally understood. They are only a prelude to our ultimate goal. Hence, in Level III, as a more advanced stage of language learning, there will be greater emphasis on what we shall call "conventional conversation," for reasons explained below.

It would be well for teachers of German to be highly circumspect in using the word "conversation" without further qualification when referring to oral drill activities in the classroom. As one of the earlier proponents of audio-lingual methods pointed out, we must distinguish between the "conventional conversation" of the classroom and the "normal conversation" of everyday life.* Confusion of these two concepts leads to circular thinking, conflicting methods and unfounded claims. To dispel some of this confusion, we must realize from the very outset that the teaching situation necessarily limits us to "conventional conversation." To be sure, there will be some occasions for more or less normal conversation even in the classroom, but these will be relatively few since opportunities for normal conversation occur largely outside of school, in the course of conversation with a native speaker of German.

As has already been indicated, conversation is likely to mean one thing to the foreign language teacher and quite another to the nonspecialist. To the former it has the connotation of a systematic and carefully graded oral exchange between teacher and pupil; to the latter it usually means more or less purposive everyday talk. But we must remember that in the classroom the topics of conversation are initially limited in range and complexity, and as the course proceeds, they become increasingly numerous and complex. In everyday conversation there is no such controlled, progressive gradation; the range of topics is well-nigh infinite and unpredictable, the only pertinent factors being the situational stimulus which impels the speakers to speak,

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*See H.E. Palmer. ***The Oral Method of Teaching Languages.*** (Cambridge, England: Heffer & Sons, 1955).

the sensitivity of their reactions to this stimulus, and their individual powers of expression.

It would therefore be illusory to believe that in Level III we are going to develop conversation as though it were a general skill which, once acquired, could be employed in all the situations and vicissitudes of everyday life. To develop conversational skill in this sense would require much more than three years of school instruction. This is confirmed by the six-year sequence posited in the foreign language revision program. Adequate mastery of this difficult and complex skill must remain a theoretical ideal in Level III, to be striven for but, in actual practice, rarely attained under the usual conditions of classroom instruction.

Having defined our terms and set up some feasible limits to the meaning of conversational skill, we can now proceed to indicate how and to what extent this skill can be developed in Level III.

Normal Conversation in Classroom Routine

If German is to become the language of the classroom, the teacher must make it so from the very beginning. Starting the class period with English will not only delay the transfer to the German but will also make it more difficult, because there must always be some vocal "limbering up" in German before speaking readiness is established. In common parlance among language teachers, this initial psycho-motor preparation is known as the "oral warm-up." It should come at the beginning of every lesson. This means that it should start with ordinary classroom routine.

Most basic German textbooks contain lists of classroom expressions. In addition, many teachers and chairmen prepare such lists for their individual and departmental needs. These lists of classroom expressions should, of course, be graded, for it is not expected that pupils can use them all from the very beginning. However, by Level III it is expected that pupils will already have acquired active mastery of a basic number of classroom expressions, and the teacher of Level III should reactivate these and round them out in order to be able to conduct the classwork almost exclusively in German.

The teacher must first of all set the example and then constantly insist that pupils use German for everyday class functions. Experience tells us that once the novelty of using the foreign language has worn off, the class will tend to lapse into English; and the same may often be true of the harassed teacher, eager to get the day's work under way.

Teachers must be ever on the alert to counteract this tendency. Such effort is well spent, because the routine use of German represents one of the few instances in which conversation is naturally motivated by what goes on in the classroom and does not have to be artificially stimulated by some pretended situation. It offers an approach to normal conversation and sets the tone for using German in the subsequent work of the day.

Following is a list of the routine occasions which occur almost daily in the classroom and which afford opportunities for normal conversation in German:

Exchange of greetings (pupil-teacher; pupil-pupil)
Giving the date, day, class period or time
Remarking about the weather (seasonal, unseasonal)
Announcing coming events (school calendar, holidays)
Answering the roll-call (pupil announces the roll-call)
Stating reason (s) for absence or lateness
Expressing commiseration and wishes for speedy recovery
Extending birthday greetings and congratulations (songs)
Extending congratulations for notable achievement
Giving the assignment (page, chapter, exercise, line number)
Asking questions about the assignment
Assigning housekeeping tasks (boards, floors, windows)
Assigning boardwork
Calling on pupils to recite (relay or chain techniques)
Stating reason (s) for not having the homework
Requesting permission to leave the room
Giving directions for correction of boardwork
Asking and answering questions about boardwork, reading, etc.
Indicating lack of comprehension
Requesting teacher or pupil to explain something
Requesting teacher or pupil to repeat something
Asking a pupil to repeat more loudly or clearly
Pointing out and correcting mistakes
Suggesting improvement of pronunciation or diction
Agreeing or disagreeing with something said (reasons)
Expressing commendation or disapproval

The Systematic Oral Warm-Up

The vocabulary lists of Levels I and II are quite extensive and, as a result, it is not likely that pupils will have mastered them entirely by the end of the second level. However, it is expected that a great deal will have been accomplished in this respect by the time pupils are ready to enter Level III. In teaching active mastery of vocabulary for speaking purposes, the most difficult of all language skills, it is standard practice to concentrate on vocabulary levels prior to the one which pupils are currently engaged in learning. This is similar to the practice followed in extensive reading, where low-density material is used on a lower "plateau" than the one already attained by pupils.

Hence, for purposes of oral practice in Level III, it is recommended that teachers use the topics, or areas of interest, under which Level I and II vocabularies are grouped. These groupings represent some of the common speaking situations in the everyday life of pupils. Whereas normal conversation about classroom routine takes place at various points throughout the lesson, the systematic oral warm-up comes toward the beginning of the class period, usually while designated pupils are engaged in writing the homework or other exercises on the board. The oral warm-up is essentially "conventional conversation," i.e., a teacher-directed question-answer series revolving about one or two topics.

In order to budget the time devoted to oral warm-up (2 to 4 minutes), the teacher should check the Level I and II vocabulary topics against those occurring in the lesson of the day, e.g., reading, or auditory comprehension. Topics which occur in the lesson of the day need not be treated in detail during the oral warm-up because they will be sufficiently practiced during the lesson proper. However, they should not be ignored altogether as warm-up material because they provide an apt motivation which leads directly into the lesson of the day. Topics not covered in the lesson of the day should be reserved for more detailed practice at the beginning of other recitation periods. They may then have little or no relation to the day's topic, but they do perform a vital function in generating oral readiness, and in any event, are essential if speaking ability over a wide range of topics is to be systematically developed.

In addition to the oral warm-up, such topical question-series may also be extended to include written work; i.e., the oral answers may be corrected orally and then written by pupils on the board or in their notebooks, followed by further correction of the written work. This type of extended practice corresponds to the Level III Regents question calling for written responses to oral questions. Examples are given in a following section of this bulletin dealing with *Writing*, pp. 112-119. However, as a rule, written responses will not be practiced as frequently as the purely oral warm-up, which has economy of time in its favor.

Many teachers and chairmen use prepared series of topical questions for the daily oral warm-up, usually 10 to 20 questions under each topic. Such systematic procedure is essential if pupils are to master for active use the vocabulary and structures implied by the extensive range of topics for Levels I and II. For the convenience of teachers, these Level I and II topics are here combined into a single list.

Greetings
Expressions of Courtesy
School, Classroom, the Lesson, Homework, Language
Family and Friends
Age, Personal Description
The House, Rooms, Furniture
Professions and Occupations
Meals, Foods, Beverages, Dishes and Table Settings
Parts of the Body, Health
Clothing, Materials
The City, Buildings (materials), Shops, Shopping
Amusements
Nature, Weather
Country, Vacations
Animals, Birds
Fruits, Flowers
Seasons, Holidays
Travel, Transportation
Nations, Government
Military Terms
Religions
Time, Numbers, Arithmetic, Dimensions
Post Office, Currency
Colors, Qualities, Quantity
Emotions, Abstract Notions

Conversation Based on Reading

Since reading will occupy about half the time of Level III instruction, frequent opportunities for oral work will occur in the course of reading lessons. Oral work based on reading will include pronunciation of new vocabulary, oral drill of new structures, use of new vocabulary in structural context (original sentences), oral reading and various types of patterned responses leading to complete and independent answers. Of the patterned responses, "alternative" or "choice" questions are especially recommended since they simulate normal conversation. The questions are given sequentially to facilitate a controlled oral summary. The culminating stage is the free oral summary. Subsequent discussion by pupils and their corrections and additions to the oral summary, as well as their comments and reactions, supply an approach to normal conversation.

Another approach to conversation based on reading can be made by having pupils formulate simple questions of their own which they then ask of other pupils. Conversation about the correctness of the answers ensues. Similarly, pupils may be directed to prepare true-false statements and to call on other pupils to react orally; i.e., to agree that the statement is true, giving reasons, or to say that the statement is false, supplying a correct statement. This comes close to the "statement-rejoinder" aspect of normal conversation.

A more complete account of oral activities in connection with reading will be found in the following section on *Reading*, pp. 101-112. Of the many examples offered, preference should be given to those which promote conversation, as described above.

Conversation Related to Writing

Writing from dictation offers an opportunity for elementary oral practice if choral repetition is required of pupils before they write. Choral reading of the completed dictation may then serve as additional oral practice while at the same time enabling pupils to check what they have written. If the dictated selection is a dialogue, it may be recited antiphonally by designated chorus-sections of the class. Dictations which have intrinsic interest, as distinguished from those exemplifying sound-spelling features, may serve as the point of departure for "yes-no," "choice," or "relay" questions that form a kind of conversation.

At a more advanced stage of Level III, written summaries of outside reading assignments, or of a play, film, or broadcast may be developed into oral summaries by a controlled question-series. Sufficient practice in developing written into oral summaries should eventually enable brighter pupils to prepare and deliver oral book reports of supplementary reading and oral summaries of various experiences involving the German language or German culture. It will also facilitate the development of skill in oral composition, the natural prelude to written composition.

Reading

General Considerations

The aim set for the development of reading skill is "to increase the ability to read new material in German within the scope of Level III, with direct comprehension and with appreciation." Concerning the scope of Level III reading, little need be said here, since it will be topically outlined with respect to both language and content in the sections on grammatical structures, vocabulary, idiomatic expressions and culture. Attention is directed particularly to the section entitled *Vocabulary Range,* pp. 121-125, which discusses the varying rates at which active and passive vocabulary are learned, and which lists the topics for both intensive and extensive reading given in the New York State syllabus.

We may well begin with a definition of reading which will show us why it is the activity *par excellence* for achieving a fusion of language skills. Reading has been defined as a process of "sight-sound-sense," in which "sight and sound" stand for the visual perception of graphic symbols representing speech sounds, and "sense" stands for comprehension of the meaning conveyed by the symbols. Even in silent reading, as has been demonstrated by laboratory tests, there is an involuntary activity of the vocal organs known to psychologists as "silent speech," which occasionally becomes overt in the form of lip movements. This activity usually becomes attenuated as fluency in reading is developed; but the fact that "silent speech" persists even in fluent readers, demonstrates the interdependency of speaking and reading. Thus oral activities in connection with reading rest on a sound psychological basis and are a part of every reading lesson.

Types of Reading

The process of reading may also be considered from a functional point of view, that is, with reference to the actual use of reading. From this point of view, a distinction emerges between oral and silent reading. Oral reading has the special function of conveying meaning to one or more auditors, whereas silent reading is the function by which individuals derive for themselves the meaning of a printed text. As far as frequency of use is concerned, silent reading is of greater importance because general learning is, to a great extent, dependent upon it. Silent reading, furthermore, is superior to oral reading for purposes of grasping content because it is free of the distracting factors which operate in oral reading, where attention must be paid to the mechanics of oral production. How often do pupils read aloud, and then, when questioned as to the content of what they have read, find themselves tongue-tied? Thus we can see that the distinction between oral and silent reading has important implications for the teacher. Although some oral reading should form a part of every reading lesson, silent reading should predominate because it is the most common and most efficient way in which most individuals comprehend printed matter both for information and for enjoyment.

If we view reading as a developmental process, we may make a further distinction between *intensive* and *extensive* reading. From this point of view, intensive reading may be considered the process by which pupils are taught to read, while extensive reading would be the process by which pupils practice what they have learned and thereby extend their reading power. Intensive reading may be likened to a "pre-digestive" activity wherein the obstacles to comprehension and fluency are broken down and removed, thus enabling the pupil to read fluently and to assimilate the content of what he is reading. If, during the pre-digestive phase, the pupil has learned the techniques by which the obstacles have been overcome, and can then apply these techniques of his own accord in subsequent reading, he may be said to have acquired the power to read new material.

The general considerations discussed above are exemplified in the outlines for reading lessons that follow. It should be borne in mind that these outlines are quite detailed and that not all of the suggestions offered would necessarily apply to any given lesson. Teachers may therefore select those suggestions which are pertinent to the particular lesson they are teaching, as long as they observe the general sequence indicated by the main captions in the outline.

SUGGESTED PROCEDURE FOR AN INTENSIVE READING LESSON

I. Motivation
   A. Based on pupil experience and interest
   B. Based on content of a preceding lesson

II. Aims
   A. Substantive: to understand the meaning of the reading selection
   B. Linguistic: to learn specified vocabulary, structures and idioms
      1. for either passive or active mastery, as planned by the teacher
   C. Functional: to acquire fluency in silent reading and expression in oral reading
   D. Stylistic: to recognize and appreciate devices and nuances of style
   E. Cultural: to acquire cultural data, insights and appreciation

III. REMOVAL OF DIFFICULTIES
  - A. Explanation of new vocabulary (conducted as much as possible in the foreign language)
    1. Synonyms, antonyms, cognates
    2. Word formation (derivation of words from other parts of speech)
    3. Word analysis (stems, prefixes, suffixes)
    4. Definition
    5. Inference from context
    6. English equivalent
  - B. Explanation of new structures and idioms
    1. Simple paraphrase
    2. Analogy to structure of idiom previously learned
    3. Inference from context
    4. Analogy to English structure
    5. "Spot translation"

IV. READING
  - A. Oral (by teacher, of part of the text)
  - B. Silent (by pupils, of the same passage or other passages)
  - C. Oral (by pupils, after silent reading, or after oral reading by the teacher)

Note: In general, pupils should not read aloud any material which they have not seen or heard.

V. DEVELOPMENT AND TESTING (Oral or Written)
  - A. Questions and answers in German
    1. Vary straight questions by "yes-no" or "choice" questions (In English, only if necessary)
    2. With difficult material, use "cued" responses
  - B. Brief medial summaries in German (In English, if necessary)
  - C. True-False exercises
  - D. Multiple-choice exercises
  - E. Completion exercises
  - F. Further word study
  - G. Explanation of cultural allusions
  - H. Literary appreciation

VI. FINAL SUMMARY IN GERMAN
  - A. Collective summary given by several pupils and cued by the teacher when necessary

B. Summary guided by key words written on the board

C. Answers to questions appearing on board slips
  1. round of questions and answers, one pupil calling on the next (chain reaction)
  2. choral reading of answers by class

D. If suitable, a summary by dramatization

E. Dictation of a summary based on the passage

VII. ASSIGNMENT

(Differentiate to provide for individual differences.)

A. Rereading the passage

B. Writing answers to selected questions in German

C. Writing a summary in German

D. Learning new vocabulary (using words in original sentences)

E. Constructing additional questions based on the passage

Note: Since the aim of this lesson is reading, the major portion of class time should be devoted to items III, IV, and V. Not all the devices listed need be included in every lesson.

SUGGESTED PROCEDURE FOR AN EXTENSIVE READING LESSON

Extensive reading has two principal purposes: (a) the rapid comprehension of material for the increase of reading skill, and (b) the acquisition of an increased passive vocabulary. Extensive reading is used to cover rapidly such portions of the class text as are not taught intensively. It also permits the introduction of more varied reading matter than is found in the class text. As a rule, most outside reading in German is done extensively; e.g., supplementary reading, book reports, reports on articles in German newspapers and magazines, etc.

I. MOTIVATION

II. AIMS

III. REMOVAL OF MAJOR DIFFICULTIES

Pre-reading questions or guides

IV. SILENT READING

In class or outside

V. EXERCISES

A. Testing of comprehension
  1. Questions and answers in German
  2. Summaries in German

B. Composition work based on outside reading
C. Summary or composition based on such portions of the class text which, for lack of time, are not taught intensively

Word Study

The learning of vocabulary is an intrinsic part of learning to read. In acquiring the facility of recall necessary for fluent reading and for conversation based on reading, memorization undoubtedly plays an important role. Consequently, teachers usually employ associative devices as learning and memory aids in teaching new vocabulary. These devices are chiefly synonyms, antonyms and cognates. Aside from their associative aspects, their chief virtue resides in the fact that they permit the teaching of vocabulary entirely in the foreign language. However, although the teaching of vocabulary by means of synonyms, antonyms and cognates is recommended, each of these devices has pitfalls of which the teacher should be aware.

The approximate nature of synonyms (they are rarely exact equivalents) limits their use for precise determination of meaning. The pupil who acquires the notion that synonym pairs or triplets are at all times interchangeable, will run into difficulties later on when semantic range, usage and style become important factors in the comprehension and appreciation of a German text. The same applies to antonyms, which present further possibilities of confusion in that they frequently include not only true opposites but also negatives and contrasts. Even more unreliable are cognates, which, despite their name, are not always easily recognizable, and which generally require a knowledge of derivations and patterns of phonetic and orthographic change that might be expected of a linguistic scholar, but certainly not of the average high school pupil. The tendency of some teachers and textbook writers to use many cognates in the beginning phases of instruction gives a misleading impression to pupils of the apparent ease of learning vocabulary, and in many cases, they acquire the vicious habit of imputing meanings to words solely on the basis of superficial resemblances bearing no cognate relationship whatsoever.

It is not to be inferred from the above remarks that synonyms, antonyms and cognates are to be eschewed altogether as devices for teaching vocabulary. The important thing for the teacher is to realize their limitations and to use them judiciously. They should certainly not be used to convey false linguistic notions, nor should they be used as an end in themselves; that is, they should not, as a rule, be studied out of context. It is also important for the teacher to realize that there are more precise techniques for teaching vocabulary entirely in the foreign language, namely, by means of word formation, word analysis, inference from context, and simple definition or paraphrase.

A Note on Translation

In the reading aim set forth above, teachers should note the implications of developing the ability to read "with direct comprehension." What this means is that the teacher is expected to guide pupils by progressive stages until they reach the point where they can grasp the thought of a German text without recourse to translation. Direct comprehension in reading German, like "thinking in German," cannot be produced by fiat, nor by some magical method. It builds up gradually and comes as the end product of a prolonged series of exercises in both intensive and extensive reading of a variety of progressively graded reading matter.

Until this end product is acquired, it is to be normally expected that translation, whether oral or silent, whether acknowledged or not, cannot be entirely suppressed. And, indeed, in the general principles for Level III, a limited use of English is anticipated. However, this does not mean that translation is to be encouraged; on the contrary, it can be stated positively that fluency in reading and direct comprehension of a German text would be immeasurably more difficult to achieve if translation into English were the sole technique employed in the teaching of reading. And conversely, fluency and direct comprehension will be actively promoted by conducting the reading lesson almost exclusively in German. At the most, English would be used for "spot translation" of difficult structures and for explaining vocabulary or cultural allusions that could not be explained in German within the range of vocabulary hitherto attained by pupils.

SUGGESTED LESSON PLAN
INTENSIVE READING (LEVEL III)

(From *Erich Wird Kaufmann,* Kapitel IX*)

Erich in seinem neuen Element

Im Oktober wurde Erich dem Stadtlager zugeteilt, seine erste Beförderung. Bald danach begann das Weihnachtsgeschäft. Hochbetrieb

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*Mühlen-Schulte, *Erich Wird Kaufmann,* ed. J.L. Kind (Boston, 1955), pp. 32-34. Reprinted by permission of the publishers, D.C. Heath and Company.

für Erichs Firma, Hochbetrieb ganz besonders für das Stadtlager, wo es zuging wie in einem Ameisenhaufen.

Sechs Packer arbeiteten jeden Tag mit Überstunden, und die Postpakete mit Heizsonnen, Staubsaugern, Plätteisen, Kaffeemaschinen und allen möglichen anderen elektrischen Apparaten türmten sich zu Bergen, die bis an die Decke reichten.

Dazu kam die unaufhörliche Flut von Stadtaufträgen. Die gehörten zu Erichs Abteilung. Er musste die Apparate ausliefern; von früh bis spät flitzte er wie eine Rakete zwischen den hohen Regalen umher und arbeitete wie noch nie in seinem Leben.

An der Warenausgabe drängten sich die Boten, Verkäufer und Stadtvertreter, und jeder hatte es mit seinem Auftrag ganz besonders eilig.

"He, Erich, schmeiss mir mal ein Dutzend Kochplatten 'rüber für Meier, Leipziger Strasse, aber ein bisschen flink!"

Das war Krautmüller vom Musterzimmer, der alle fünf Minuten mit einer neuen Sache angerannt kam.

Ehe Erich die ersten sechs Kochplatten zusammen hatte, kam der dicke Herr Klinkenputzer, einer von den Stadtvertretern, angeschnauft und brüllte: "Hier, mein Sohn, beweg' dich mal ein bisschen,—ich brauche acht Idealplatten Typ A, möglichst noch vor Neujahr!"

Ein Bote von Niedergesäss & Co. schrie dazwischen: "Ich war zuerst da! Zehn Supra-Heizkissen!"

So ging das unablässig weiter, bis plötzlich etwas ganz Unerhörtes passierte.

"Unbefugte haben keinen Zutritt" stand ausdrücklich an der Tür, die vom Hauptkorridor in das Lager führte; trotzdem wurde die Tür auf einmal ungestüm von aussen geöffnet, gerade als Erich auf der Leiter stand und von den Wandbrettern über der Tür ein paar Heizsonnen herunterholen wollte.

Herein kam in heller Empörung eine ältere Dame. Auf dem Arm trug sie einen bis zur Nasenspitze eingehüllten Mops, der sofort laut kläffend auf Erichs Beine losfuhr.

"Kommen Sie mal gleich 'runter von da oben, junger Mann," *kommandierte die Dame mit dem Hund. "Ich habe eine Beschwerde zu machen, und wenn ich nicht sofort abgefertigt werde, verlange ich auch noch Schadenersatz."*

I. MOTIVATION

Wir haben das letzte Mal gelesen, dass Erich beinahe seine Stellung als Lehrling verloren hatte. Direktor Werner hat ihm aber noch eine Chance gegeben. Was hat sich Erich vorgenommen, als er nach Hause kam? Warum war es besonders wichtig, dass er vorankam?

II. STATEMENT OF AIM

Heute wollen wir anfangen, das nächste Kapitel zu lesen: "Erich in seinem neuen Element." Erich hat sich auch wirklich angestrengt und tüchtig gearbeitet und ist jetzt im Stadtlager, wo er die Apparate ausliefern muss.

III. ELIMINATION OF DIFFICULTIES

A. *Erichs Firma verkauft allerlei elektrische Apparate, die man im Hause gebraucht. Wer kann einen Apparat nennen, den die Mutter zu Hause gebraucht? Wir wollen heute die Namen von ein paar anderen lernen.*

B. At this point the teacher will refer to a list of new words selected from the reading passage and written on the front board, or hold up pictures cut out of newspapers or magazine advertisements and mounted on oaktag and labeled with the German words:

die Heizsonne
der Staubsauger
das Plätteisen
die Kaffeemaschine
die Kochplatte
das Heizkissen

C. As he holds up the picture, the teacher will repeat the German word and the class will repeat the word in chorus two or three times. Then three or four pupils will be called on to repeat the word individually. If pictures are not used, pupils will be asked to infer the English meaning by dividing the words into known segments. The English meanings will be written on the board next to the German words before the choral repetition of the German words.

D. The following additional words listed on the board will be explained by the teacher, using German as much as possible:

der Hochbetrieb
der Ameisenhaufen
das Regal
die Empörung
der Mops
die Beschwerde
der Schadenersatz
unablässig
unbefugt
eingehüllt

Examples: 1. *Vor Weihnachten gibt es Hochbetrieb bei Macy's oder Gimbels. Es sind so viele Leute, dass man kaum an den Ladentisch kommen kann.* 2. *Sie erinnern sich an die Fabel von der Ameise und der Grille. Ameisen wohnen in einem Ameisenhaufen.* 3. *Das Regal ist an der Wand. Man stellt Bücher darauf.* 4. A word like *Mops* can be explained by a simple sketch of a pug dog; *eingehüllt* can be demonstrated by taking a scarf and wrapping it around a pupil. 5. In order to save time the teacher may write the English meaning next to certain words that do not lend themselves to a simple explanation in German; e.g., *Empörung*—indignation.

IV. READING OF THE PASSAGE

A. *Nun wollen wir weiterlesen und ausfinden, wie es im Stadtlager zugeht. Die Stadtvertreter kommen zu der Warenausgabe und verlangen die Apparate für ihre Kunden. Erich muss die Heizkissen, Kaffeemaschinen, und so weiter, von den Regalen herunterholen und sie ihnen geben. Die verschiedenen Vertreter und Boten haben sehr schöne Namen. Da ist, zum Beispiel, Herr Krautmüller, der im Musterzimmer* (showroom) *arbeitet, und ein anderer heisst Herr Klinkenputzer* (door-latch polisher).—*Nun öffnen Sie, bitte, Ihre Bücher auf Seite 32 und schauen Sie ins Buch, während ich lese.*

B. The teacher reads aloud from "*Im Oktober . . .*" through "*in seinem Leben.*" He then asks German questions which the pupils answer in English in order to be sure that all understand the passage:

1. *Warum ging es im Stadtlager zu wie in einem Ameisenhaufen?*
2. *Was heisst "sechs Packer arbeiteten mit Überstunden"?*
3. *Verschickte Erichs Firma viele Apparate mit der Post?*
4. *Woher wissen Sie das?*
5. *Arbeitete Erich mehr oder weniger als vorher?*

C. The teacher reads the fourth paragraph aloud and asks a pupil to summarize it in his own words in English. He then repeats the paragraph in word groups and the class repeats after him in chorus.

D. The teacher instructs the class to read the next eleven lines silently and then answer in German questions which he writes on the board while the class is reading:

1. *Was für Apparate braucht Krautmüller?*
2. *Wer ist sein Kunde?*
3. *Wo ist die Firma Meier?*
4. *Was will Herr Klinkenputzer haben?*
5. *Was verlangt der Bote von Niedergesäss & Co.?*

E. After these questions have been answered orally in German by volunteers, the teacher reads the remaining lines as dramatically as possible while the students follow in their textbooks. He then asks for a volunteer to tell the class what the unheard of event was. The volunteer is asked to give a short explanation in English of the last three paragraphs.

V. SUMMARY

A. *Morgen werden wir weiterlesen und ausfinden, was die Beschwerde der älteren Dame war. Wir wollen jetzt wiederholen, was wir heute über Erichs neue Arbeit ausgefunden haben.*

B. At this point some pupils are sent to copy exercises on the board from board slips. These are numbered so that the material will appear in the proper order. The first two boards are left free for the answers to the questions which the teacher asks orally. The teacher reads the first two questions from a previously prepared board slip and hands it to a pupil with instructions to write the questions and answers on the board. By this time the false-true statements and completion exercises have been copied on the board and the answers can be filled in after they have been given orally. The final result is as follows:

Beantworten Sie auf deutsch:

1. a. *Wann kommt Erich ins Stadtlager?*
   b. *Welches Geschäft beginnt um diese Zeit?*

Beantworten Sie auf deutsch:

2. a. *Was für elektrische Apparate verkauft Erichs Firma?*
   b. *Wie hoch reichten die aufgehäuften Postpakete?*

Falsch oder richtig:

3. a. *Erich musste die Apparate kaufen.*
   b. *Erich ging gemütlich zwischen den Regalen umher.*

Falsch oder richtig:

4. a. *Herr Krautmüller bediente viele Kunden.*
   b. *Herr Klinkenputzer hatte keine Eile.*

Ergänzen Sie auf deutsch:

5. a. *Der Bote von Niedergesäss & Co. wollte* ....
   b. *Auf einem Schild an der Tür stand:* ....

Ergänzen Sie auf deutsch:

6. a. *Trotzdem kam eine ältere Dame durch die Tür, gerade als Erich* ....
   b. *Auf dem Arm trug sie* ....

Wählen Sie die richtigen Worte:

7. a. *Der Mops (war ganz ruhig) (bellte laut) (wedelte mit dem Schwanz).*
   b. *Die Dame wollte (etwas kaufen) (sich beklagen) (ihr Geld zurückhaben).*

C. In exercises 3 and 4 the necessary changes are made in the false statements to make them true. In 5 and 6 pupils are sent to the board to complete the statements after volunteers give the correct words orally. In 7 a pupil is sent to the board to draw a line through the incorrect choices. A re-reading of all the answers will serve as a complete summary of the portion of the story that was covered during the class period.

VI. ASSIGNMENT

A. *Lesen Sie Seite 32 bis Seite 34, Zeile 14.*

B. *Schreiben Sie: Fragen 1 - 6, Seite 65.*

C. *Schreiben Sie auf deutsch eine Liste von 10 elektrischen Apparaten.*

Writing

General Considerations

To give direction to the following discussion of the types of writing to be done in Level III, it is best to review what has been said about writing in the Aims and the Guiding Principles of Level III. The Aims stressed the further development of writing ability "without resorting to translation" (item 4). The Guiding Principles pointed out that in Level III the writing skills would be practiced mainly in conjunction with reading, and that audio-lingual activities based on reading would serve as the "prelude to writing" (item 5). The Guiding Principles also touched on the adverse effects of translation (item 6).

In addition to the Aims and Guiding Principles, a review of the writing activities recommended for Levels I and II will give us the point of departure for the discussion of writing activities in Level III. The chief types of writing practiced in Levels I and II were: a. *imitative* (copying, dictation); b. *guided* (completions and short responses); and c. *controlled* (writing of cued responses, directed dialogue, etc.). In some cases, no doubt, a beginning had been made in the writing of directed and of free composition, but this cannot be assumed for all classes of Level II.

As a general principle, it may be stated that some writing, in one form or another, can be introduced in connection with the development of each of the three skills previously discussed. After auditory comprehension exercises, short or complete answers can be given orally and then written. In connection with oral production, rejoinders to statements and responses to questions or commands can be written after they are spoken. In connection with reading, there can be dictations, written exercises and written summaries. Furthermore, by extension of any of these forms of writing into a connected series of sentences, we can develop the rudiments of composition.

In developing the writing skills, a distinction should be made between the skills *per se,* as they are practiced in the classroom, and the manner in which they are tested in the Level III Regents Examination. The objective form of the examination and the attempt to operate almost entirely in German necessarily limit the possibilities of cursive answers and give undue emphasis to passive recognition. While perhaps indispensable in mass testing, short answers and multiple choices need not be used when dealing with smaller groups. It is therefore expected that teachers, as often as time permits, will require complete written responses in their classroom practice, in testing, and in homework.

Types of Writing

It will be seen from the following outline of Types of Writing for Level III that most of the general types practiced in Levels I and II will be continued in Level III. It is not so much in type as in variety, extensiveness and depth of treatment that Level III writing will differ from that of the previous levels. The chief innovations in Level III will be more extended forms of writing, ranging from directed to free composition. Letter writing as a form of directed composition will also receive fuller treatment in Level III.

Directed composition, with instructions either in English or in German, will be the chief type of writing favored in Level III. This by no means precludes the writing of free composition on assigned topics. However, the amount of time which can be devoted to free composition in Level III is necessarily limited; and in any case, whether or not free composition becomes a feature of Level III instruction will depend on the teacher's initiative and the calibre of the class. For this reason, the full development of free composition is not anticipated until Level IV.

I. Dictation
  A. Types of material
    1. Familiar
    2. Unfamiliar
  B. Sources of material
    1. A 100-word connected passage or anecdote
    2. Passages from reading texts
    3. Passages especially constructed or selected to drill or test specific sounds or structures
  C. Administration
    1. Brief selections given frequently are preferable to long passages.
    2. With familiar material the passage should be read once or twice by the teacher. With unfamiliar material, the passage should be read at least twice. The first reading, with pupils listening, should be given at about the speed of the usual public speaker; the second, slowly, in breath groups, while the pupils write. The punctuation should be given in German during the second reading. A third reading, given at the speed of the first one, is optional.

II. Completion of a Series of Connected Sentences
  A. Types of material
    1. Based on an activity previously discussed orally
    2. Based on reading
  B. Example: A topic such as *Ein Schultag* may be discussed, and pupils may then be asked to complete a series of sentences:
    1. *Ich stehe* .... *auf.*
    2. *Ich* .... *und* .... *mir die Zähne.*
    3. *Ich* .... *an.*
    4. *Ich* .... *mir das Haar.*
    5. *Ich gehe in* .... *und esse* ....
    6. *Ich fahre* .... *zur Schule.*

7. *Dieses Semester sind meine Schulfächer ...., ..., ..., ..., und ....*
8. *Um .... haben wir Mittagspause.*
9. *Um drei Uhr ist ....*
10. *Ich mache mit meinen Schulkameraden ...., oder wir spielen ....*
11. *Um sechs Uhr ....*
12. *Nach dem Abendessen mache ich ....*
13. *Von neun bis zehn sehe ich mein Lieblingsprogramm im ....*
14. *Ich .... aus und gehe ....*

III. **Directed Composition (with directions in German)**

Stellen Sie sich vor, Sie wollen einen Brief beantworten, worin Ihr Vetter aus Hamburg Sie bittet, Ihre Wohnung zu beschreiben. Schreiben Sie ihm:

A. *in welchem Stadtviertel Sie wohnen*
B. *in was für einem Haus Sie wohnen, und ob es einen Garten hat*
C. *was in dem Garten ist (Bäume? Blumen? Rasen?)*
D. *aus wie vielen Zimmern das Haus besteht*
E. *wie die verschiedenen Zimmer heissen*
F. *ob Sie Ihr eigenes Zimmer haben*
G. *was Sie gewöhnlich in Ihrem Zimmer tun*
H. *wo das Bett ist*
I. *ob Sie einen Schreibtisch haben*
J. *wie Ihre Wohnung Ihnen gefällt*

IV. **Directed Composition (with directions in English)**

Write a composition in German describing your best friend, real or imaginary. The composition must consist of ten grammatically complete sentences in German, containing the information given in the instructions below. Together, these sentences are to form a unified composition.

A. Tell when and where you first met your best friend.
B. Give your friend's name.
C. Tell where your friend lives.
D. Describe your friend's appearance.
E. Describe your friend's habitual form of dress.
F. Mention some of his (her) character traits.
G. Mention some interests you have in common.

H. Tell how often and under what circumstances you see each other.

I. Say something about the other members of your friend's family.

J. Tell what you most admire about your friend.

V. Guided Summaries by Questions in German or by Outline

VI. Written Answers in German to Oral or Written Questions

Beantworten Sie die folgenden Fragen in ganzen Sätzen auf deutsch:

A. *Gehen Sie lieber ins Kino oder ins Theater?*
B. *Welches deutsche Volkslied gefällt Ihnen am besten?*
C. *Wie kommt man zum nächsten Postamt?*
D. *Wie lange muss man gewöhnlich auf den Omnibus warten?*
E. *Was könnten Sie tun, um Ihren Nachbarn zu helfen?*
F. *Was würden Sie tun, wenn Sie in einer Lotterie das grosse Los gewännen?*
G. *Wie beabsichtigen Sie, die Sommerferien zu verbringen?*
H. *Warum ist es wichtig, eine Fremdsprache zu lernen?*
I. *Warum spazieren Leute gern die Fünfte Avenue entlang?*
J. *Wenn Sie wieder die Schule beginnen könnten, was würden Sie als Hauptfach wählen?*
K. *Was für Bücher mögen Sie gerne lesen?*
L. *Wer ist Ihr Lieblingsschauspieler?*
M. *Wie oft gehen Sie zum Zahnarzt?*
N. *Welche Blumen blühen im Frühling?*
O. *Welches deutsche Drama erzählt von einer Wette mit einem Teufel?*

VII. Use of Selected Words or Idioms in Original Sentences

Schreiben Sie deutsche Sätze, in denen Sie die folgenden Ausdrücke gebrauchen:

A. *in der Prüfung durchfallen*
B. *beliebt sein bei*
C. *zum Fenster hinaus*
D. *es freut mich*
E. *sich verloben mit*

VIII. Written Description of a Picture

IX. Free Composition on an Assigned Topic

Schreiben Sie auf deutsch einen Aufsatz von ungefähr hundert Worten über eins der folgenden Themen:

A. *Ein Fernsehprogramm*
B. *Armut und Reichtum*

C. *Ein Wochenende auf dem Lande*

E. *Ein glücklicher Tag*

D. *Der ideale Lehrer*

X. Mechanics of Letter Writing

In German letters the date line appears as follows:
New York, den 5. Juni 1967

The salutation in a letter to a friend or relative is:
Lieber Georg!
Liebe Marie!
Liebe Eltern!

The salutation in a business letter is:
Geehrter Herr Braun!
Sehr geehrter Herr Schmidt!

The close in a friendly letter is:
Viele herzliche Grüsse von
Deinem
Walter

The close in a business letter (or in a letter to a superior) is:
Hochachtungsvoll
Ihr ergebener
Walter Schmidt

The envelope is addressed as follows:
Herrn
Walter Schmidt
München
Lenbachplatz 3

On the reverse side of the envelope the return address is written as follows:
Absender: Franzen, Bad Godesberg, Kaiserstr. 3

Free Composition

The procedures for the writing of directed composition are fully illustrated by specific examples in the outline of Types of Writing (pp. 113-117). However, for free composition, only a few topics are suggested, with no indication as to procedure. Although, as previously indicated, the full development of free composition will not come until Level IV, it is appropriate at this point to offer some suggestions for the teaching of free composition for those teachers who wish to introduce this type of writing in Level III.

Free composition involves the original, independent and easy manipulation of language. It requires imagination, resourcefulness and skill. The ability to express or "compose" one's thoughts in any language is always an exacting task which requires a knowledge of words, structures, idioms and correct usage, as well as a background of experience and a fund of ideas. Preoccupation with the mechanics of language must not be so great as to interfere with the generation and flow of ideas.

It must be assumed, therefore, that pupils will already have acquired some facility of expression in German before embarking on the creative activity of free composition. This facility need not extend to complete mastery of the language in all its phases. For the purposes of writing on an assigned topic, a mastery of the linguistic details relative to that topic would, for the most part, be sufficient. Consequently, setting a single topic for the entire class would be the simplest and hence the beginning stage of teaching free composition.

Once pupils have gained sufficient mastery in making independent assertions and rejoinders, in giving independent responses and in constructing original sentences, the teacher can develop a selected topic orally by means of a prepared series of sequential questions in German. The teacher uses these questions to elicit a variety of responses from the class. Several pupils are sent to the board, each of whom, in turn, writes one of the acceptable responses to the same question. The result is a series of varied responses to the same question. This procedure is repeated in phases until the body of the composition, approximately five or six sentences, is complete and available to pupils for note taking of their individual choices and variations. The same procedure is followed to develop introductory or topic sentences, transitional phrases and concluding sentences.

In a similar way, other possibilities for encouraging free composition may be created by making the composition a center of interest for group activity. The advantage of developing a composition by a group is that the collective ability, linguistic knowledge and imagination of the group is made available to all and is helpful and stimulating to the slower pupils. A suggested sequence for group development of a composition is:

1. Oral discussion in German of a topic selected by the group
2. Organization of the ideas to be included
3. Eliciting key vocabulary, phrases and sentences from the group, writing these on the board, correcting and copying them in notebooks

4. Cooperative reading and dictation of original sentences by members of the group
5. Individual writing, with individual variations

The attainment of a measure of ability in creative writing gives the pupil a sense of achievement, leads to an interest in "pen pal" correspondence and in writing articles for publication in a school or city-wide German publication. Pupils who have literary ability and interests should be encouraged to write short compositions, letters or poems in German. Types of free composition, in addition to suggested topics, may include the following:

1. Summary and personal evaluation of a story read in class, or as supplementary reading
2. Summary and personal evaluation of a newspaper or magazine article
3. Brief personal narratives on such topics as:
   Wie ich einmal Geld verdient habe
   Was ich nächsten Sommer tun möchte
   Eine Reise nach Deutschland (nach Österreich, nach der Schweiz)
   Was ich in meiner Freizeit tue
   Ein interessantes Erlebnis
   Ein Brief an einen Schreibfreund in Deutschland
   Mein bester Freund (Meine beste Freundin)
   Ein Radioprogramm, das mir gut gefällt
   Ein gutes Fernsehprogramm
   Ein Sport, den ich gern betreibe
4. Completion of a story begun in class, or told by the teacher, or written by a gifted pupil

CONTENT AND SCOPE, LEVEL III

Grammatical Structures

A review of items taught in Levels I and II is essential. Many of these items were taught on an elementary level. They will now be presented in greater detail for reinforcement of knowledge and enlargement of scope. Certain items will receive greater stress than others since materials will be adapted to the needs of the pupils. Level III will also include items not previously taught or stressed which are important in rounding out the pupil's knowledge of the structure of the language for the increased functional activities of this level, e.g., reading and writing.

I. ARTICLE-NOUN COMBINATIONS

A. Rules of gender
   1. Masculines: days, months, seasons, points of the compass; suffix of agency (*er, -ner*); the rivers *Rhein, Main, Neckar*
   2. Feminines: suffixes (*-ik, -schaft, -tät, -tion*); names of rivers and certain countries *(Schweiz)*
   3. Neuters: suffixes (*-nis, -sal*); collectives

B. Use of the article with abstract nouns, generic nouns, names of seasons, months, days, titles, meals

C. Omission of the article with *hundert* and *tausend* before a noun and in proverbs and sayings *(Keine Rose ohne Dorn.)*

D. Nouns formed from participles and infinitives

E. Principal parts of irregular nouns: *Auge, Bauer, Bett, Doktor, Drama, Ende, Fels, Gedanke, Glaube, Hemd, Herz, Nachbar, Name, Ohr, Professor, See, Staat, Studium*

F. Principal parts of additional weak nouns: *Bär, Elefant, Herz, Löwe, Narr, Neffe, Philosoph, Komponist*

II. PRONOUNS

A. Possessive

B. Reciprocal *(einander, sich selber)*

C. Intensive *(selber, selbst)*

D. Relative pronouns *(wer, was)*

III. ADJECTIVES

A. Complete adjective declension in all forms

B. Comparative and superlative of all adjectives, including inflected forms

C. The absolute superlative

D. The adverbial superlative as a predicate adjective

IV. ADVERBS

A. Regular and irregular comparison

B. Idiomatic expressions of time, such as *zweimal die Woche*

C. Adverbs that preserve genitive forms, such as *glücklicherweise, jedenfalls, keineswegs, links, rechts*

V. VERBS

A. Verbs governing the dative not covered in Level II

B. Causative use of *lassen*

C. Special meanings of *sollen* and *wollen*
D. Perfect tenses of the modal auxiliaries
E. Use of the infinitive with and without *zu*
F. The future perfect tense (for recognition only)
G. The doubtful prefixes: *durch, hinter, über, unter, um*
H. Perfect tense of the following verbs with a complementary infinitive: *sehen, helfen, hören, lassen*
I. The present subjunctive of *sein* and the imperfect subjunctive of *haben, sein, werden.* The subjunctive of other verbs for recognition only.
J. The use of the subjunctive in indirect discourse, unreal conditions, wishes, commands; after *damit* and *als ob* for understanding only.
K. The concept of the passive voice and its formation for understanding only. The passive in the expression *wurde geboren*
L. Principal parts of the following strong verbs: *backen, blasen, braten, dringen, entscheiden, erheben, erwerben, erscheinen, graben, hauen, pfeifen, raten, reiben, schaffen, spinnen, streichen, verbergen, verbinden, vergleichen, verschwinden, weisen*

VI. WORD ORDER
   A. Position of *nicht*
   B. Position of adverbs either at the beginning of the sentence or after the verb

VII. NUMERALS
   Enumeratives: *erstens, zweitens,* etc.

VIII. CONJUNCTIONS
   A. Subordinating conjunctions not included in Levels I and II
   B. Correlative conjunctions: *entweder . . . oder; weder . . . noch*

Vocabulary Range, Level III

Since Level III is the year in which the development of reading power is stressed, and since this development is inconceivable without the acquisition of a greatly increased vocabulary, the question of vocabulary range assumes vital importance. The term "vocabulary range" is used because it is no longer feasible to provide definite vocabulary lists as was done in Levels I and II.

The reasons for this are inherent in the growing divergence between "active" and "passive" (or "recognitional") vocabulary that sets in as silent reading for comprehension increases in frequency, quantity and scope. Several factors are operative here; for one thing, silent comprehension is much easier than the immediate recall and articulatory power required for oral production. In silent reading there is time for deliberation, for inferring meanings from context or from word analysis, and for putting into play the recognitional skills derived from the study of cognates and the functions of lexical elements (prefixes, suffixes, etc.). Analogical reasoning based on life experience and reading in English, as well as the frequent recurrence of basic words, also promote the rapid expansion of recognitional vocabulary.

In the development of reading power a point is reached where the ability to recognize the meaning of words can be said to develop in geometric ratio, whereas the development of the power of recall for active oral production proceeds in arithmetic ratio. This means that the guiding principle of Level I, which states that nothing is to be read which has not first been mastered audio-lingually, must be modified for Level III. In silent reading for comprehension and in extensive reading there is bound to be a vast area of subject matter that can be read and understood but not necessarily articulated with the same facility and correctness that is expected in the strictly audio-lingual phase of Level I. And it certainly would not be wise to limit the vocabulary range required for increased maturity and interest of reading matter until the same range had been mastered audio-lingually.

Another factor which makes it unfeasible to prescribe a set word list for Level III would be the unwieldy dimensions which such a list would assume. It would come to about 1,500 words for Level III alone, and might be even longer if cognates, compounds, geographical names, etc., were included. Furthermore the great variety of textbooks and reading materials, and the large number of sources and topics suggested in the New York State foreign language syllabi as "areas of interest" in which pupils are expected to speak and read would make such a list incomplete no matter how many words it contained.

For the above reasons, this curriculum bulletin can only indicate the vocabulary range suggested by the areas of interest given in the New York State syllabi for the various foreign languages. The particular textbooks and reading materials used in a particular school in Level III will determine the specific vocabulary to be included in the different areas of interest.

In determining which words to teach for active mastery, the teacher should be guided by the vocabulary lists of Levels I and II, and by the vocabulary range suggested below by Topics for Audio-Lingual Experiences, Topics for Conversation, and Topics for Oral Reports in connection with reading.

In teaching vocabulary for passive comprehension, the teacher should be guided by the vocabulary range suggested by Topics for Extensive Reading.

Where there is a duplication of topics under both intensive and extensive reading, it is, of course, anticipated that the maturity of oral performance in connection with intensive reading will be greater than that in connection with extensive reading.

Outline of Topics Determining Vocabulary Range*

I. Suggested Content and Topics for Audio-Lingual Experiences
  A. Making appointments, meeting, going somewhere together
  B. Asking directions for reaching a place
  C. Describing the actions needed for using means of transportation
  D. Naming and describing the essential elements of the following activities:
    1. In the theater: the usher, the program, the seats
    2. At the library: the type of book, the librarian, borrowing
  E. Procuring goods and services
  F. Expressing regret, sympathy, appreciation, agreement, disagreement, surprise
  G. Expressing social amenities
  H. Expressing interpersonal relationships
    1. Forms of address
    2. First names
  I. Expressing leave-taking at the end of an activity.

II. Topics for Conversation
  A. Everyday Activities
    1. At school
    2. At the department store
    3. At the service station
    4. At the barber's (beauty salon)
    5. At the men's clothing shop (dress shop)

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*Abstracted from *German for Secondary Schools.* N.Y. State Education Department. Albany, 1961. References to vocabulary appear on the following pages: 48-50; 90; 93; 178.

6. At the railroad station
7. At the airport
8. In the subway (the bus)
9. At the examination
10. Appointment at a restaurant
11. At a sports event
12. On the telephone

B. Cultural Activities
  1. At the library
  2. At the bookshop
  3. Visit to an art museum
  4. At the movies
  5. At a concert (at the opera)
  6. A television program
  7. A radio news broadcast
  8. A trip of cultural interest
  9. A foreign newspaper (magazine)
  10. An article in a foreign newspaper (magazine)

III. Suggested Topics for Oral Reports
  A. A great historical personage
  B. A great scholar, scientist or artist
  C. My hero
  D. An interesting character
  E. A book that I have read
  F. A good movie that I have seen
  G. An interesting event
  H. My future career

IV. Suggested Topics for Intensive Reading
  A. Science
  B. Art
  C. Music
  D. Politics
  E. Short stories
  F. Plays
  G. Short novels
  H. Biographies
  I. Essays
  J. History
  K. Poetry

V. Suggested Topics for Extensive Reading
  A. Foreign periodicals (news items, features, advertisements, anecdotes, reviews, editorials), encyclopedias
  B. Pamphlets
  C. Current events
  D. Sports
  E. Theater
  F. Contemporary life
    1. Homemaking
    2. Fashions
    3. Travel
    4. Government
    5. Schools
  G. All topics in IV, above, on a simpler level

Idiomatic Expressions, Level III

1. *achten auf*
2. *acht Tage lang*
3. *auf allen vieren*
4. *auf ihn zu*
5. *bei Sinnen sein (von Sinnen)*
6. *beliebt bei*
7. *berühmt wegen*
8. *beschützen gegen (vor)*
9. *bis auf*
10. *bleich vor*
11. *blind auf (gegen, vor)*
12. *böse auf (über)*
13. *das versteht sich*
14. *eifersüchtig auf*
15. *ein Examen bestehen*
16. *ein Radio einschalten*
17. *entweder . . . oder*
18. *entzückt von*
19. *Er hat gut reden.*
20. *erschöpft von*
21. *erschrocken über*
22. *erstaunt über*
23. *es fällt mir auf (ein)*
24. *es freut mich*
25. *es geht ihn nichts an*
26. *es ist mir lieb*
27. *es jemandem ansehen*
28. *fassen bei*
29. *feindlich gegen*
30. *fliehen vor*
31. *freundlich gegen*
32. *froh über*
33. *gehören zu*
34. *gleichgültig gegen*
35. *grausam gegen*
36. *hin und her*
37. *hören auf*
38. *Ich stelle den Antrag.*
39. *Ich unterstütze den Antrag.*
40. *im Begriff sein*
41. *im Fernsehen sehen*
42. *im Rundfunk hören*

43. *immer noch*
44. *immer wieder*
45. *imstande sein*
46. *in der Prüfung durchfallen*
47. *in der Tat*
48. *kalt gegen*
49. *lahm an*
50. *mit dem Flugzeug (der Eisenbahn)*
51. *mit lauter Stimme*
52. *mit traurigem Gesicht*
53. *nach und nach*
54. *nach wie vor*
55. *neidisch auf*
56. *riechen nach*
57. *schuld sein an*
58. *schwärmen für*
59. *sich ärgern über*
60. *sich aus dem Staube machen*
61. *sich befinden*
62. *sich benehmen*
63. *sich betragen*
64. *sich bewerben um*
65. *sich empfehlen*
66. *sich erkundigen nach*
67. *sich ernähren von*
68. *sich gewöhnen an*
69. *sich grämen über*
70. *sich hüten vor*
71. *sich in acht nehmen*
72. *sich kümmern um*
73. *sich schämen über*
74. *sich seines Bruders schämen*
75. *sich um etwas handeln*
76. *sich verheiraten mit*
77. *sich verirren*
78. *sich verlieben in*
79. *sich verloben mit*
80. *so etwas*
81. *Sport treiben*
82. *sterben an*
83. *taub gegen*
84. *toll vor*
85. *treulos gegen*
86. *um so besser*
87. *untergehen (die Sonne, usw.)*
88. *verlangen nach*
89. *Verspätung haben*
90. *verwandeln in*
91. *verzichten auf*
92. *vor sich hin*
93. *weder . . . noch*
94. *weinen vor*
95. *wenn auch*
96. *zum ersten Mal*
97. *zum Fenster hinaus*
98. *zur Tür hinaus*
99. *zum Präsidenten wählen*
100. *zumute sein (werden)*

Culture Topics, Level III

The following is a suggested checklist of topics to be treated in Level III. These topics should be taken up preferably as they become pertinent through current affairs, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs.

I. HISTORICAL BACKGROUND (Germany, Austria, Switzerland)

A. The Holy Roman Empire: *Karl der Grosse* (9th century)
B. The Crusades: *Friedrich Barbarossa* (12th century)
C. The Hapsburg Dynasty (from the 13th century to World War I): *Rudolf von Habsburg; Maximilian; Karl V; Maria Theresa; Franz Joseph I*
D. The Reformation: Martin Luther (15th-16th centuries); Hanseatic League
E. The Thirty Years War: 1618-1648
F. The Swiss Confederation
G. The Rise of Prussia: *Friedrich der Grosse* (18th century)
H. Napoleonic Wars: 1806-1813
I. Wars of Liberation: 1813-1815
J. Unification of Germany: Bismarck (1870-1871)
K. World War I: 1914-1918
L. The Weimar Republic (1918-1933): Ebert; Von Hindenburg
M. The National Socialist Regime (1933-1945): Adolf Hitler; Engelbert Dollfuss
N. World War II (1939-1945): Neutrality of Switzerland
O. Post-War Germany and Austria: Adenauer; Heuss; Lübke; Renner; Raab

II. SOCIAL AND ECONOMIC FACTORS

A. Effects of war; military occupation; boundary changes
B. Marshall Plan aid; the post-war boom; NATO; European Common Market
C. Industrial Centers: Ruhr; Saar
D. Products and Industries: West Germany has extensive soft-coal deposits and specializes in coal-tar products; dyes, chemicals and synthetics, such as synthetic fuel, rubber, silk and other fibers. German cameras and automobiles are exported to all parts of the world (Zeiss; Volkswagen; Opel; Mercedes-Benz). The following products are associated with various cities: iron and steel (Essen); machinery, electrical appliances (Berlin); beer (Munich); toys (Nuremberg); cutlery (Solingen); cuckoo clocks (Black Forest); marzipan (Lübeck). The best known products of Switzerland are watches and cheese.

III. CENTERS OF CULTURAL INTEREST

A. Universities: There are 18 universities in the Federal Republic. Heidelberg is the oldest German university. Other famous universities are: Göttingen, Freiburg, Berlin, Tübingen, Munich. In Austria—Vienna, Graz; in Switzerland, Basel.

B. Museums and Art Galleries: Berlin, Munich, Hamburg, Stuttgart, Wiesbaden, Bonn, Vienna.

C. Theaters and Opera: World-famous plays and operas are performed in Vienna, Berlin, Frankfurt, Hamburg, Cologne, Munich and other centers. Bayreuth, in Bavaria, is noted for the performance of Wagner's operas in the opera house especially built for this purpose, known as the Wagner *Festspielhaus.* Other festival centers are in Stuttgart, Bonn, Nuremberg, Wiesbaden. Noted for its religious revival, every ten years, of a world-famous passion play is the small Bavarian town of Oberammergau. Among the famous music festivals of the world is the annual Mozart Festival which takes place in the Austrian town of Salzburg, where Mozart was born. Vienna is also known for its famous Opera House and its *Burgtheater.*

D. Concert Orchestras: the Berlin Philharmonic; the Hamburg Orchestra; the Munich Philharmonic; the Vienna Philharmonic.

IV. PLACES TO VISIT

A. The Rhineland: castles; the Mouse Tower near Bingen; Cologne (Gothic cathedral); Bonn (birthplace of Beethoven; capital of West Germany)

B. Bavaria: *Garmisch-Partenkirchen* (skiing); the *Zugspitze* (highest peak in Germany); Bayreuth; Oberammergau; picturesque medieval towns (Rothenburg, Dinkelsbühl); castles (Neuschwanstein)

C. Frankfurt: Goethe's house

D. Nuremberg: toy capital of Germany; Germanic National Museum; Dürer's birthplace

E. Health Resorts: Bad Nauheim; Baden-Baden; Bad Ischl; Wiesbaden

F. Vienna: *Rathaus; Prater; Schloss Belvedere; Schönbrunn; Stephansdom*

G. Salzburg: Mirabelle Palace; *Mozarteum; Mozarthaus*

H. Geneva: *Reformationsdenkmal*

V. LITERATURE, ARTS, MUSIC, SCIENCE

A. Art: Dürer, Holbein, Grünewald, von Schwind, Marc, Klee, Kollwitz, Kolbe, Lehmbruck, Marcks, Barlach, Gropius

B. Music: Bach, Händel, Haydn, Mozart, Beethoven, Weber, Schubert, Schumann, Wagner, Humperdinck, Brahms, Mendelssohn, Johann Strauss, Richard Strauss, Hugo Wolf, Mahler, Hindemith, Alban Berg, Carl Orff, Bruckner

C. Literature: *Nibelungenlied, Minnesänger, Meistersinger,* Lessing, Goethe, Schiller, Grimm, Heine, Hauptmann, Hofmannsthal, Schnitzler, Zweig, Thomas Mann, Hermann Hesse, Kafka, Werfel, Brecht, Duerrenmatt, Böll, Günter Grass

D. Science: Gauss, Liebig, Helmholtz, Baeyer, Bunsen, Röntgen, Haber, Diesel, Koch, Ehrlich, Humboldt, Hertz, Planck, Einstein, Heisenberg, von Braun, Nernst, Graf Zeppelin

E. Philosophy and Psychology: Kant, Leibnitz, Hegel, Schopenhauer, Nietzsche, Marx, Fröbel, Herbart, Wundt, Freud, Jung, Schweitzer

F. Inventors: Gutenberg, Fahrenheit, Benz, Diesel

VI. GOVERNMENT

A. Germany: The German Federal Republic (*Deutsche Bundesrepublik*) was established in 1949. According to the constitution, the government is headed by a president, elected every five years by a federal convention. The president appoints and dismisses judges and federal officials and promulgates and executes the laws. The legislature consists of the *Bundestag,* or Chamber of Deputies, who are elected by direct popular vote for a period of four years. A second chamber, the *Bundesrat* or Federal Council, consists of representatives of the West German States, or *Länder,* who cooperate in legislation and administration. Federal laws concerning the *Länder* require the express approval of the *Bundesrat,* whose members are appointed and recalled by the ten *Länder:* Baden-Württemberg, Bavaria, Bremen, Hamburg, Hesse, Lower Saxony, North-Rhine-Westphalia, Rhineland-Palatinate, Schleswig-Holstein, Saar. There are also four members from Berlin who have only consultative votes. The general policies of the Federal Government are determined by the Chancellor, who is elected by the *Bundestag* on the proposal of the Federal President. The judicial power is embodied in the Constitutional Court in Karlsruhe (*Bundesverfassungsgericht*). Its functions are to decide differences of opinion about the constitution and to subject laws to a test of their conformity with the constitution.

The most important political parties are the Christian Democratic Union (CDU), the Christian Social Union (CSU) and the Social Democratic Party (SPD). All citizens who have reached the age of 21 have the right to vote; candidates for office must be 25 or over. The flag of the Federal Republic has three horizontal stripes: black-red-gold.

Educational and cultural policy is a particular sphere of the *Länder*. The police and the maintenance of law and order are also under the jurisdiction of the *Länder*. Local communities (*Gemeinden*) are subject to the supervision of the *Länder*. These communities are concerned with buildings, schools, cultural affairs and welfare.

B. East Germany: The "German Democratic Republic" (*Deutsche Demokratische Republik*) was proclaimed in the Soviet sector of Berlin in 1949. The provisional People's Council which had been formed by the Socialist Unity Party (SED) became the *Volkskammer*. Wilhelm Pieck was named President. After Pieck's death in 1960, the presidency was abolished and replaced by a new Council of State, with Walter Ulbricht as Chairman. The German Democratic Republic is divided into 14 districts of 217 counties.

C. Austria (*Republik Österreich*) was reestablished as a republic in 1945 and regained its independence by treaty in 1955. At the head of the government is the president, who is elected by secret ballot for a six-year term. He appoints the chancellor and approves the appointment of the ministers. The parliament consists of a National Council (*Nationalrat*) and a Federal Council (*Bundesrat*). The National Council has 165 members, elected for four years, whereas the 50 members of the Federal Council have an indefinite term of office.

D. Switzerland (*Die Schweiz*) is a confederation of 22 cantons joined under a Federal Constitution since 1874. Large powers of local control are retained by each canton. There is a bicameral parliament. The State Council (*Ständerat*) has two members from each canton. In the *Nationalrat* there are 196 representatives, one for every 24,000 citizens. Executive power is vested in the seven-member *Bundesrat*, who select one of their number for the presidency each year.

LEVEL IV

MOTIVATIONAL ACTIVITIES

The Importance of Level IV

A major goal of the foreign language program is to develop greater proficiency in foreign languages among our students. This can be accomplished through a longer sequence of study such as recommended in the national ten-year foreign language program of the Modern Language Association of America. What are the prospects for achieving this longer sequence of study within the framework of the New York City Foreign Language Program?

The growth of the foreign language program was envisaged as proceeding both downward and upward; i.e., the second level of foreign language was moved down from the high school to the lower school, the fourth level in the high school was to expand so that there would be enough students to make a subsequent fifth level possible as an addition to the high school program.

In order to gauge the importance of Level IV, we must bear in mind the fact that whereas the extra year downward is in effect and is, moreover, compulsory for those students admitted to the foreign language program, the years on the upper levels are merely elective. Thus, while there is no question about the secure establishment of Level II, it still remains to be seen how Level IV will develop. For, unless the fourth level can achieve significant growth, little will have been accomplished beyond a shift in divisional placement of the levels of foreign language instruction; and that, of course, is not the intent of the program as a whole. Indeed, as has been repeatedly emphasized, the success of the entire program, in the last analysis, must be measured by the growth of longer sequences of foreign language study for the development of greater student proficiency.

Increasing the "Holding Power" of Foreign Languages

Whether or not the fourth and fifth levels will flourish depends on a number of factors. For example, it is well known that foreign language registers frequently depend on administrative decree, organizational necessity or expediency, college entrance requirements, United

States foreign relations, etc. These are extrinsic factors about which the classroom teacher, as an individual, can do little or nothing. There is, however, one decidedly intrinsic factor which is within the teacher's province, the factor of pupil motivation.

Although many pupils enjoy studying a foreign language for its own sake, in general it must be conceded that the study of a foreign language, as indeed of any other subject, is not always self-motivating. A deliberate and continuous program of motivation must be planned and carried on in order to keep pupils constantly aware of the values and benefits which they can derive, and are in fact deriving, from their foreign language study. It is hoped that such awareness will induce them to continue their study of the subject. Until such time as an irresistible demand arises for a compulsory fourth level, foreign language teachers must have recourse to the "inner compulsion" of pupil motivation.

To be successful, a program of pupil motivation designed to increase the holding power of foreign languages must be built on a firm psychological and pedagogical foundation. It is therefore necessary to review and evaluate the motives underlying pupils' choices of elective subjects. These motives can be classified under subjective and objective categories from the standpoint of the pupil. In the subjective category are various psychological motives generated by personal needs and interests and by gratification resulting from successful achievement, from the use of mastered skills, and from the application of acquired knowledge and insights. In the objective category are community and national needs and interests. Additional motives are the desire for status and for vocational preparation, that is to say, socio-economic factors that play a combined subjective-objective role in pupil motivation.

Psychological studies and the experiences of guidance specialists reveal that the subjective category far exceeds the others in motivational force, since the average adolescent, at least when judged by the reasons he gives for curricular choices, is egocentric, hedonistic, and utilitarian. In other words, the needs and interests of the pupil and the values and benefits claimed for a school subject must be personally "felt" or actively realized by the pupil himself in order to be fully effective. These motivational factors cannot, in the long run, be imposed from without in accordance with adult standards.

The above considerations point to the type of motivational program most likely to succeed with pupils, namely, a program based on subjective motivation. To be sure, the usual objective means for increasing the holding power of foreign languages will continue to be employed as in the past; e.g., improving instruction, increasing the intrinsic interest of course content, supplying attractive, up-to-date textbooks and teaching kits, providing foreign language educational and vocational guidance (guidance charts and literature both for pupils and for guidance counselors), self-guidance inventories for pupils, etc. Time should also be taken to point out to college-bound pupils the desirability of maintaining an unbroken sequence of foreign language study in order to bridge the gap between high school and college. However, the main emphasis will be on meeting the subjective needs and interests of pupils by providing opportunities for self-expression, for personal gratification and for using the skills and knowledge acquired in the foreign language classroom.

Motivating Foreign Language Learning Through Student Activities

The following outline of activities is quite exhaustive and obviously cannot be applied all at once and in every detail. Choice of items and adaptations to local conditions will, of course, be made. To assist teachers in guiding their pupils into these activities, it would be desirable to establish a center of activities. This could be in special foreign language classrooms, the foreign language office, the language laboratory room, a section of the school library, or a special foreign language library and activity room. The activity center would contain (a) supplementary readers in German, (b) a library of books and periodicals pertaining to Germany, both in English and in German, (c) a reference library of information regarding vocational and educational opportunities for German students, and (d) a tape and disc library for language practice and for cultural appreciation.

A CHECKLIST OF STUDENT ACTIVITIES IN GERMAN

Classroom Activities

1. Leading German recitations (vocabulary review, choral reading, etc.)
2. Acting as class leader in correcting boardwork
3. Acting as class secretary (roll call, minutes, etc.)
4. Reading dictation or audio-comprehension passages to the class
5. Preparing German dialogues or skits for class dramatization (under teacher's direction)
6. Creating drill sequences, games or contests for class use
7. Summarizing a passage or an entire story in German

8. Writing and presenting to the class a supplementary reading report
9. Telling about experiences abroad or at German cultural centers in the United States
10. Providing current events materials for the class bulletin board and leading discussion thereon
11. Bringing to class and demonstrating *realia* (costumes, implements, books and periodicals, travel folders, stamps, coins, picture postcards, passports, recordings, maps, menus, travel literature, travel diaries, etc.)
12. Keeping a class scrapbook (specimens of class compositions as contributions to the German publication)
13. Making posters and charts for classroom display (verb, idiom, vocabulary, or proverb charts; illustrations of scenes from stories read in class, with German captions; drawing of a room with furniture, a house, a vehicle, a machine or a household appliance with parts labeled in German, etc.)
14. Planning and presenting a cultural program in class (national celebrations, religious holidays, historical events, biography of a German celebrity, German songs, narration of an opera with recorded excerpts, folk dances, German styles and fashions, etc.)

Department Activities

1. Producing German publications
2. Leading German clubs and honor societies
3. Maintaining the department bulletin boards
4. Running the department audio-visual loan service
5. Keeping records in connection with the supplementary reading program
6. Serving on the foreign language office squad
7. Tutoring pupils who need help
8. Providing interpreter and guide services for parents, new arrivals from Germany, and German-speaking visitors
9. Maintaining the foreign language office information center (college entrance requirements in foreign languages, scholarship opportunities, German summer schools, study abroad, student exchange, German contests, sample tests, vocational opportunities in foreign languages, etc.)
10. Handling subscriptions to German student publications, sale of German paperback dictionaries, etc.

11. Engaging in and maintaining the "pen pal" or tape exchange program with other schools abroad and in the United States
12. Promoting German activity exchanges with other schools
13. Presenting a German assembly program, exhibit, fair or demonstration
14. Assisting in the operation and supervision of the language laboratory

OUTSIDE ACTIVITIES

(Sponsored by the foreign language department)

1. Going on trips (museums, theaters and movies, concerts and operas, restaurants, German language broadcasts, editorial offices of German newspapers, German ships in New York harbor, German cultural centers, embassy, travel agencies, libraries, etc.)
2. Attending and participating in German cultural, social and festival programs (local colleges, German teachers' organizations, civic organizations, etc.)
3. Participating in city-wide German language programs (demonstration lessons, song festivals, choral recitations, dramatic presentations, folk dancing recitals, etc.)
4. Contributing articles and serving on the editorial staff of city-wide and national German students' publications
5. "Adopting" a school, orphanage or town in Germany and sending clothes, books and educational supplies
6. Interviewing German celebrities and reporting the interview in the school newspaper
7. Entering city-wide or national German contests
8. Maintaining liaison with alumni who are specializing in German and inviting them to guidance assemblies
9. Acting as hosts to students from other divisions of the school system in an interdivisional articulation program

AIMS FOR LEVEL IV

Linguistic

1. To develop increased competence in understanding German when spoken by a native on a general subject
2. To develop increased competence in understanding German when spoken by natives on radio, television, records, tape, films, and in the theater

3. To develop increased competence in the ability to carry on a conversation in German, using the correct sound system (pronunciation, intonation, phrasing, etc.), vocabulary, and structures—on topics based on reading selections, cultural items, or individual interests; e.g., sports, music, theater, travel, etc.
4. To develop increased competence in the ability to present an oral report in German on a literary or cultural topic, current event or personal experience
5. To develop increased competence in the ability to read in German, with direct comprehension and enjoyment, selected short stories, plays, novels, and newspaper and magazine articles of moderate difficulty
6. To develop increased competence in writing German; e.g., free composition, summaries, notes on lectures, letters, etc.
7. To develop an awareness of the nature of language and of the interrelationships between German and English
8. To promote the use of effective English through the ability to understand English words related to German, and words and expressions in German which have been incorporated into the English language

Cultural

1. To develop increased understanding of Germany and the German people, their way of life, their contemporary problems, and their contributions to world civilization and to the civilization of the United States
2. To develop increased knowledge of the relations between the United States and Germany as a contribution to the pupil's understanding of foreign affairs
3. To help develop informed and intelligent citizens through a study of the ideals and accomplishments of the United States and those of Germany

Literary

1. To develop increased competence in the ability to comprehend the situations, emotions, ideas and implications expressed in selected literary works in the German language, and to relate such works to their historical and cultural setting
2. To introduce the study of the history of German literature, preferably through a cultural reader or an anthology

Vocational and Avocational

1. To promote an interest in and the ability to pursue vocational or avocational activities which depend upon a knowledge of German
2. To give pupils a feeling of personal growth and achievement, and to broaden their horizons

GUIDING PRINCIPLES, LEVEL IV

1. The fourth level of German is elective. For many students it comes at a time when they are faced with Regents, college entrance and scholarship examinations. It comes at a time of rapid growth in personal, intellectual and social experiences, all competing for the students' attention. The study of German is only one of these multifold experiences and it should be pleasurably integrated with them.
2. Class sessions are conducted by the teacher almost entirely in German, and the students are expected at all times to express themselves in German. Announcements, assignments, instructions, and directions on tests should be, as much as possible, in German
3. Level IV should be characterized by a harmonious integration of the four skills. The student should improve his speaking skill by participating in class discussion of reading selections and by presenting oral reports in the field of area information. He also should express himself more accurately in writing as a result of the readings and class discussions.
4. There should be great emphasis on reading at this level. Selections from poetry, novels, short stories, biographies, drama, and essays should be chosen for their literary and cultural content. Foreign newspapers and magazines are to be used as supplementary materials. The student should be taught to read for enjoyment and for the sake of obtaining information.
5. The auditory and speaking skills are to be further developed as students discuss, in German, classroom and other situations, the content of textbooks, newspapers, periodicals, recordings, tapes, etc.
6. The writing skill will be developed and refined through written compositions based on a variety of listening, speaking, and reading experiences.
7. As a literary exercise, translation may now have a limited place in the students' activities.

8. The teaching of culture continues to emphasize the acquisition of specific subject matter, not as isolated facts but as the basis for developing understanding and appreciation of the German people, their language, their land and their civilization.
9. The language laboratory and classroom electronic aids continue to be used to advantage for pronunciation practice, structure and vocabulary drill, auditory comprehension practice and testing, oral production practice, and cultural enrichment. The language laboratory and classroom discs and tapes are invaluable in providing pupils with listening comprehension experiences involving a variety of native voices speaking at normal tempo.
10. Visual materials should be authentic representations of German culture. The films, filmstrips, and other visual materials should depict the life, customs, and institutions of Germany. To be avoided are the stereotyped and the bizarre, often presented to the tourist and in travel literature.
11. Native speakers of German and pupils with travel experience should be encouraged to serve as class leaders, and their talents used for the benefit of their classmates.

DEVELOPING THE LANGUAGE SKILLS, LEVEL IV

Auditory Comprehension

The goal in the further development of the auditory comprehension skill is to increase progressively the ability to understand German when spoken at normal tempo on topics within and beyond Level III.

Having completed Level III, it is hoped that the student is now able to understand a recorded conversation between German pupils of his own age, as well as the following auditory materials: a recorded anecdote or playlet, the plot essentials of a short narrative, the salient points of a news broadcast or interview, the commentary of a film travelogue. The content of these conversations, narratives, broadcasts, etc. includes current events, holidays and observances, contemporary life, theatre, film, opera, etc.

In Level IV all of these activities are reinforced and then continued, but the material selected is of greater difficulty, represents a wider range of interest and, wherever possible, is directly associated with the reading selection or cultural topic studied.

The development of auditory comprehension is a continuous process that begins with the teacher's announcements, instructions, etc., and proceeds in almost every phase of classroom activity (oral reading from a textbook, oral reading of pupils' compositions, oral recital of personal experiences and anecdotes, oral reading or retelling of interesting episodes from news items, etc.). All of these are followed by questions and discussion in German.

Although listening comprehension and speaking are interdependent and developed simultaneously through stimulus and response, there are situations which require long periods of listening without immediate oral or written response; e.g., listening to a lecture, an oral report, a radio or television broadcast; attending the theatre and cinema. This auditory skill, particularly at the advanced level, can be developed at a greater rate than the lingual skill. Recordings on discs and tapes are indispensable at this point. The student's progress develops in proportion to the quality and quantity of his auditory experiences.

The following types of spoken material are appropriate for auditory practice at this level:

1. dialogues
2. biographies
3. skits
4. anecdotes
5. short stories
6. scenes from plays
7. excerpts from novels
8. important literary or political speeches
9. interviews
10. poetry readings
11. opera selections and song recitals
12. recorded lectures on cultural topics

Intensive advance preparation will be necessary for most of the previously mentioned types of spoken material. Exposure to these types of spoken materials may prove discouraging to students unless the materials are properly graded, or studied in advance. Bearing this in mind, the teacher may encourage students to listen to German broadcasts on radio and television, to see German films, and to attend German lectures and theatrical performances.

In Level IV the study of literature assumes a more important role. The variety of material read in and out of the classroom can be used for practice in auditory comprehension. The questions and answers, discussions, oral summaries, reports, biographies, and dramatizations can all be based on the reading selections. In addition, the vocabulary and structures studied intensively during the reading lessons are reinforced when presented in auditory comprehension exercises. Auditory comprehension exercises based on previously studied reading material are more easily understood by the students and arouse greater interest.

Furthermore, valuable time is saved since the vocabulary and structural difficulties have already been explained.

Note-taking is an advanced but practical auditory comprehension skill. Teachers may encourage students to take notes in German as they listen to oral reports or recordings based on literary or cultural topics.

For an outline of a suggested auditory comprehension lesson, teachers are referred to the section on *Auditory Comprehension* in Level III, pp. 91-95.

Oral Production

In the further development of the speaking skill, emphasis at Level IV is placed on the improvement of pronunciation as well as on the progressive increase in the student's ability to express himself on a variety of subjects.

Pronunciation

The perfecting of pronunciation, intonation, and rhythm continues to be a major goal. The students are provided with spoken models for imitation, and remedial exercises for additional practice. In the classroom, recordings may be used for choral and individual practice. The language laboratory provides many more opportunities for remedial work on an individual basis. A good pronunciation drill requires imitation, correction and repetition. This applies to individual sounds, words, breath groups, and sentences.

Pronunciation and intonation can be further improved by the recitation of memorized selections. There are, in all languages, poems of literary value which emphasize particular sounds for purposes of musical or rhythmic effect; e.g., in German, Platen's *"Nächtlich am Busento lispeln bei Cosenza dumpfe Lieder . . ."* Many poetry classics have been recorded by well-known native actors. Students should be given the opportunity to listen to such a recording of a poem before committing it to memory. When dialogues are assigned for memorization, emphasis should be not only on correct repetition of patterns, but also on perfection of pronunciation and intonation. When scenes of plays are assigned for dramatization, students should listen to the recording first, and then model their roles after it.

Speaking Activities

The student's abiilty to express himself in German is further developed by the constant use of the language in classroom procedures, conversation and discussion, and in oral activities related to reading, writing, and a variety of other stimuli.

I. ORAL ACTIVITIES RELATED TO CLASSROOM PROCEDURES

Opening of each class session by the class president
Discussing an important news item of the day
Reporting on the previous session
Correcting board work and oral work

II. ORAL ACTIVITIES RELATED TO CONVERSATIONS, DISCUSSIONS AND GAMES

Memorization and dramatization of conversations based on textbook material

Adaptation of memorized conversations by substituting synonyms or other patterns, or by changing the tense

Directing conversations by suggesting ideas to be included in dialogues based on telephone conversations, chance meetings, ordering a meal, making reservations, etc.

Discussing topics of interest; e.g., movies, radio, TV, plays, concerts, hobbies, social affairs, school program, community affairs, national and international events

Interviewing students or having students interview one another
Organizing a question and answer game based on questions prepared by students on a given topic (family, sports, school program, etc.)

III. ORAL ACTIVITIES RELATED TO READING AND CULTURAL TOPICS

Formulation of questions and answers based on reading selections
Paraphrasing
Explication de texte
Summaries
Biographies of authors studied
Reports on literary periods studied
Book reports on supplementary reading
Reports on cultural topics

IV. ORAL ACTIVITIES RELATED TO WRITING

Oral discussion of a specific topic in preparation for written composition based on that topic
Oral discussion of topics to be written up as articles for class or departmental publications

V. Oral Activities Related to Other Stimuli

Questions and discussion after listening to records, tapes, or radio broadcasts
Discussion of works of art
Description of pictures
Verbal reactions to musical selections
Discussion of films, filmstrips or slides

Reading

In Level IV, reading is the most important activity of the course, and, at the same time, provides the basis for most of the audio-lingual and writing activity.

A two-pronged emphasis, one on literature, and one on other aspects of civilization is recommended. However, experience shows that many pupils in Level IV still require additional practice in silent reading for comprehension. For such pupils, linguistic rather than literary value should be stressed.

Several literary works, each representing an important period of literary history, may be selected. Among them should be at least one work of contemporary literature. Some poetry should also be studied at this level. The number of works chosen will depend on the length of the individual selections and on the ability of the class.

The reading of literature should be intensive, extensive, and supplementary. Teachers will assist students in obtaining an overview of the salient works of literature through reading assignments and class discussion. Reference to a history of German literature may be made. The manner of conducting a reading lesson will not vary too much from that described in Level III, pp. 101-112.

The study of literature includes some emphasis on style, setting, and character development, as well as biographical data concerning the author and his place in the literary scene. The work is placed in its historical context by the study of its social and cultural background. This analysis coincides fairly closely with what is traditionally known as *explication de texte*. However, standard works on the technique [illegible] *explication de texte* characterize it as an exercise for students with a considerable degree of mastery of the German language, oral and written. It is not meant to become a laborious deciphering of the text, but rather an analysis that seeks to make clear the meaning of the passage, the author's intentions, and literary devices. Finally, the student's evaluation of the passage is meant to demonstrate his appreciation of literature and his competency in German.

The advanced nature of literary analysis makes it advisable, in introducing this exercise at this level, to limit it to one or two *explications de texte* which will be presented by the teacher as a model of the genre, and as a stimulus to students for reading a text closely. If the ability of the class warrants it, the teacher may have students prepare modified or simplified *explications de texte.*

As to the amount of reading to be done in Level IV, a desirable quantitative goal, subject of course, to variations dictated by the ability and the preparation of the student, would be

Intensive:	120 pages
Extensive:	400 pages
Supplementary:	two books in German selected from the works of outstanding modern or classical authors, and in addition, selections in newspapers and magazines *Note:* Additional credit should be given for additional reading.

In order to control supplementary reading and to save teacher time, the form on page 144 for reports on supplementary reading is suggested. Chairmen and teachers may reproduce this outline for distribution to students. The teacher will determine whether the report is to be written in German, or in English, depending on the ability of the student.

Writing

The section on Level III included a detailed description of activities for developing the writing skill. These activities, in a correspondingly advanced form, may be used at Level IV as the need arises. In addition, the following types of writing exercises appropriate for Level IV are suggested:

I. FREE COMPOSITION

  A. Development of a theme based on a model (see *Suggested Procedure for the Teaching of Composition* at the end of this section)

  B. A term paper
  In a detailed report based on extensive reading selections, the student may be asked to write a summary of the given text, an evaluation of the selection, a description of the literary period it represents, and a biographical sketch of the author.

SUPPLEMENTARY READING REPORT **Number**

Date Assigned ______________ **Date Due** ______________

Pupil's Name ______________ **Language Class** ______________

Title of Book ______________ **Author** ______________

Publisher ______________ **Place** ________ **Year** ________

Type of Book (Check one): **Novel** ____ **Drama** ____ **Poetry** ____

Essays ____ **History** ____ **Politics** ____ **Travel** ____ **Adventure** ____

Sports ____ **Culture** ____ **Other Type (indicate)** ______________

Language of Book (Check one): ____ **English** ____ **German**

1. ***Brief Summary***

____

____

2. ***Memorable Feature*** **(scene, character, custom, idea, quotation, etc.):**

____

3. ***Twenty new words or expressions*** **(with English meanings) chosen from this book:**

____

____

4. ***Personal Impressions***

____

____

C. An original story or poem

The story or poem may be suggested by a picture, an event, or the student's imagination. Creative composition of this type is recommended only for gifted and highly-motivated students.

II. DRAMATIC SKETCHES

A. Scenes based on reading selections

B. Dialogues on a given topic

C. Original dialogues

III. SUMMARIES

IV. PARAPHRASING

V. RESTATEMENT FROM MEMORY

This exercise calls for writing a paragraph or more based on a given selection with the goal of reproducing as much of the original as possible. The writing may be based on

A. Oral presentations
- Selections read by the teacher
- Talks by native speakers
- Student reports

The students are allowed to hear each selection twice. They are then asked to write as much as they can recall.

B. Written material
- Newspaper articles
- Literary selections

After having read and discussed a given selection, the students are asked to write as much of it as they can recall without referring to the original.

VI. LETTERS

Letter writing in Level IV may include the following:

A. Practical correspondence
- A request for a position in the foreign country
- A request for admission to a university or institute in the foreign country
- A request for information; e.g., travel, accommodations, special events, etc.

B. Social letters
- A friendly letter

A congratulatory letter
An invitation
An acknowledgment
A letter of condolence

VII. TRANSLATION

Written translations have a place in Level IV as long as the teacher realizes that the ultimate aim of the German course is not to teach students to translate into and from German, but to communicate directly in that medium. In other words, translation is a specialized type of exercise whose value is subsidiary and hence it should be engaged in to a limited extent.

With this in mind, the students may for the first time be given the experience of writing translations of selected passages from English into German, and to a lesser extent, from German into English.

Practice in the writing of translations is valuable in teaching lexical, structural and stylistic contrasts between two languages. The concentration on meaning and on nuances of vocabulary and style should lead to growth in literary appreciation, critical judgment, and writing ability in both languages.

After one or two exercises in group translation (of the same passage by the entire class), the teacher may plan individual translation projects (of passages chosen by the students themselves). The best of these translations may then be contributed to the department's German publication.

SUGGESTED PROCEDURE FOR THE TEACHING OF COMPOSITION

Full implementation of the procedure outlined below would entail unit planning of a series of lessons. If the class has already engaged in activities corresponding to Part I, *Analysis and Appreciation of a Model Prose Selection*, the teacher may omit Part I and begin with Part II.

AIM

To develop the students' ability in written expression by

1. deepening their understanding of the structural organization of a prose selection

2. improving their ability to organize ideas on a given topic in a logical sequence
3. increasing their mastery of grammatical constructions and idioms
4. enriching their active vocabulary

PART I—ANALYSIS AND APPRECIATION OF A MODEL PROSE SELECTION

1. Reading the selection for complete comprehension
2. Study of the structural development of the model selection by
    - a. eliciting the overall topic of the selection
    - b. showing the relationship of each paragraph to the main topic
    - c. indicating the logical continuity of ideas from one paragraph to another
    - d. showing the necessity of a conclusion
3. Study of the language of the selection by listing
    - a. colorful verbs
    - b. descriptive words
    - c. idiomatic expressions
    - d. transitional words
    - e. selected grammatical constructions
4. Application
    - a. assignment of a written outline of the selection studied using the criteria developed in 2. above
    - b. evaluation and correction of outlines in class

PART II—WRITING A COMPOSITION ON A RELATED TOPIC

1. Choice of a subject and an appropriate title
2. Preparation of an outline arranged in logical sequence
3. Organization of linguistic material by
    - a. choosing words needed to express the ideas in the outline (nouns, adjectives, adverbs, etc.)
    - b. choosing idiomatic expressions which will render the composition more colorful
    - c. providing practice with grammatical constructions for more effective writing
4. First writing stage
    As a homework assignment each student writes a composition according to the outline developed.
5. First evaluation stage
    - a. One composition is reproduced on the blackboard.
    - b. The teacher and students correct the composition.

c. Students are given the opportunity to ask questions in connection with their own compositions.

6. Second writing stage
Each student rewrites his own composition in accordance with the corrections and evaluation made by teacher and students.

7. Second evaluation and correction stage
The teacher corrects and returns each composition.

8. Final writing stage
Students note the teacher's corrections and suggestions for improvement and write the final version either at home or in class in a special composition folder or notebook. In this notebook, each corrected composition precedes the rewritten composition in its final form, thus permitting students to note and avoid their mistakes when writing subsequent compositions.

CONTENT AND SCOPE, LEVEL IV

Grammatical Structures

A review of items taught in Levels I, II, and III is essential. For a truly systematic reinforcement and topical review, it is recommended that the class use a good review grammar selected from the New York City list of approved textbooks entitled: *Textbooks High Schools, Approved by Board of Education, 1967*. However, not more than 25% of classroom time, judiciously apportioned throughout the year, should be devoted to the grammar textbook.

Topics which will probably require a thorough review are the following:

Correct use of the four cases
Adjective endings
Inverted and transposed word order
Order of direct and indirect objects
Relative pronouns, especially the inclusion of the pronoun where it is regularly omitted in English: e.g., *the book I read.*

Following are the structures which were not included in Levels I to III and which are to be presented in Level IV.

I. ADJECTIVES

- A. Adjectives governing the genitive case: ***bewusst, fähig, gewiss, sicher;*** e.g., ***seiner Sache gewiss, der Arbeit fähig***
- B. Adjectives governing the dative case: ***ähnlich, angenehm, fremd, gleich, lieb, nahe, schuldig, treu, willkommen, bekannt, überlegen, dankbar, gehorsam, nützlich, schädlich, verhasst;*** e.g., ***Die Geschichte ist allen bekannt***
- C. Participial attributes; e.g., ***die alles erwärmende Sonne; der Blick von dem hoch über dem Meeresspiegel stehenden Turme***

II. VERBS

- A. Forms and uses of the subjunctive
  1. Indirect discourse
  2. Contrary to fact conditions
  3. Optative; e.g., ***Wäre er doch früher gekommen!***
  4. Potential; e.g., ***wie dem auch sei***
- B. The passive voice
- C. The future perfect tense
- D. Verbs governing the genitive (for recognition only); e.g., ***Er erinnert sich meiner***
- E. Principal parts of the following strong verbs: ***bewegen, gedeihen, genesen, löschen, meiden, preisen, scheiden, schmeissen, schwören, sinnen, trügen, verdriessen***

III. WORD ORDER

The position of the auxiliary in dependent clauses containing a complementary infinitive; e.g., ***Ich wusste, dass er das Haus nicht würde verkaufen können.***

IV. CONJUNCTIONS

- A. Omission of ***wenn*** in conditional sentences
- B. Omission of ***dass*** in indirect discourse
- C. ***je . . . desto***

V. PREPOSITIONS

Prepositions governing the genitive

- A. For active use: ***halb, halben, halber, wegen, um . . . willen;*** e.g., ***meinetwegen, meinethalb, um seinetwillen, um Gottes willen***
- B. For recognition: ***betreffs, binnen, dank, laut, mittels, infolge, unweit,—wärts, zugunsten, zwecks***

Vocabulary and Idiomatic Expressions, Level IV

Because of the great emphasis on reading at the fourth level, the scope, variety and range of reading material are too vast to be covered by a prescribed word and idiom list. The textbooks, reading, and auditory material used in each school will determine the specific vocabulary to be learned.

It is recommended that students be encouraged to keep their own lists of vocabulary and idioms as they read. When a difficult literary work is being studied, the teacher may provide each student with a mimeographed list of vocabulary and idioms to help him in the comprehension and enjoyment of the reading. Distinction should be made between those words which are to be mastered actively and those for recognitional purposes only.

The outline of topics for determining the vocabulary range for Level III is a valuable base for that of Level IV. (Teachers are referred to the section on *Vocabulary Range* in Level III, pp. 121-125.) However, within these topics, a greater variety of vocabulary will be acquired because of the more mature level of interest and experience of the students.

Recommended Devices for Vocabulary Building

I. Use of a dictionary with definitions in the foreign language

II. Frequent exercises in paraphrasing

III. Study of synonyms, antonyms, homonyms, cognates, derivatives, and word families in connection with reading material

IV. Frequent use of recently learned words and idioms in oral and written summaries

V. Use of incidental opportunities, as certain words claim attention, to develop the understanding of word formation

    A. Nouns

        1. Derived from verbs

            Directly from the verb stem; e.g., *der Fall, das Grab, der Spruch*

            By means of suffixes; e.g., *st—die Kunst; e—die Sprache; er—der Sänger; el—der Flügel; nis—die Kenntnis; ung—die Ausstellung; en—der Bissen; sal—das Schicksal; sel—das Rätsel; ling—der Lehrling; ei—die Schmeichelei*

            By means of prefixes; e.g., *ge—das Gebet*

2. Derived from adjectives or other nouns

By means of suffixes; e.g., *e—die Grösse; ei—die Sklaverei; er—der Mörder; heit—die Kindheit; keit—die Eitelkeit; in—die Köchin; chen—das Mädchen; lein—das Tischlein; ling—der Flüchtling; nis—die Finsternis; schaft—die Landschaft; tum—das Eigentum*

By means of prefixes; e.g., *ge—das Gebirge; miss—die Missgunst; un—der Unsinn; ur—die Urwelt; erz—der Erzengel; ant—die Antwort*

B. Adjectives

The following suffixes are used to form adjectives from verbs or nouns:

bar—essbar
en, ern—golden, silbern
haft—tugendhaft
ig—blutig
isch—politisch
lei—einerlei
lich—weiblich
los—zahllos
sam—sparsam
reich—liebreich
selig—glückselig
voll—prachtvoll
er (with place names)—
die Frankfurter Wurst

III. Verbs

The separable and inseparable prefixes studied in Level II are reviewed, and students practice using each prefix with as many verbs as possible; e.g., *ab—abnehmen, abschneiden, ablassen, abziehen, abfallen, abschreiben, abzahlen, abwarten,* etc.

IV. Compound words

Students are trained to recognize the familiar segments of a compound noun in order to derive its meaning; e.g.,

glücklich—er—weise
zweifel—s—ohne
Wind—schutz—scheibe
Unter—grund—bahn—hofs—ein—gang

V. Word families

Words may be studied in groups having a common root, such as, *kommen:*

ankommen, auskommen, verkommen, hereinkommen
die Ankunft, die Auskunft, die Zukunft, das Einkommen
zukünftig, herkömmlich, umgekommen

Culture Topics, Level IV

As in Level III, cultural topics should be considered as they become pertinent through current affairs, observance of holidays and anniversaries, allusions in textbooks, in the daily press, in magazines, and on radio and television programs.

A more substantial treatment should be given to a limited number of topics (see the detailed list which follows), in order to provide a deeper understanding of some historical periods, and literary, artistic, scientific, and social movements. Certain topics will be developed more fully than others, depending on the ability of the students, the texts available, and the climate of instruction. The treatment of the topics may include the following:

Readings in a survey text or a cultural reader which is adopted as one of the basic textbooks for the course

Reading of selections of literary works from the basic text, anthologies, or mimeographed material

Supplementary reading (directed or independent) in German and in English

Use of audio-visual materials; e.g., films, filmstrips, slides, discs and tapes

Attendance at lectures and theatrical and musical performances
Visits to places of cultural interest; e.g., museums, the United Nations, cultural institutes, and foreign restaurants

1. *Die altgermanische Zeit*

   Die germanischen Volksstämme und die Völkerwanderung; Dichtung als Zauberspruch; Heldensagen; Stabreim; das Hildebrandslied

2. *Die althochdeutsche Zeit*

   Die Karolinger; die sächsischen Kaiser; die fränkischen Kaiser; die Klosterschulen; Otfried; Heliand

3. *Das Mittelalter*

   Die Hohenstaufen; das Rittertum; Volksepos—das Nibelungenlied; höfische Epen—Parzival, Tristan und Isolde, der arme Heinrich; Minnesang—Walther von der Vogelweide

4. *Das vierzehnte und fünfzehnte Jahrhundert*

   Verfall des Rittertums und Aufstieg der Städte; die Hansa; die

Zünfte; die Habsburger; Erfindung der Buchdruckerkunst; Fastnachtsspiele; Sebastian Brants Narrenschiff; Volksbücher—Till Eulenspiegel

5. *Humanismus und Reformation*

   Erasmus; Luther; die Bibelübersetzung; Kaiser Maximilian I.; Hans Sachs—Erzählungen und Schwänke; Volksbücher—Fortunatus, Doktor Faust, Schildbürgerbuch; die Meistersinger; Künstler—Tilman Riemenschneider, Albrecht Dürer, Hans Holbein, Matthias Grünewald, Lucas Cranach

6. *Das Zeitalter des Barock*

   Der Dreissigjährige Krieg—Wallenstein, Westfälischer Friede; Andreas Gryphius; Grimmelshausens Simplicissimus; Musik—Bach, Händel, Gluck, Haydn, Mozart

7. *Das achtzehnte und neunzehnte Jahrhundert*

   Preussen—die Hohenzollern; Maria Theresia—die schlesischen Kriege; Literatur—Lessing, Goethe, Schiller, Hölderlin, Kleist, Eichendorff, die Brüder Grimm, Storm, Keller, Meyer, Grillparzer, Hebbel; Musik—Beethoven, Schubert, Mendelssohn, Schumann, Wagner, Bruckner, Johann Strauss, Brahms, Hugo Wolf, Mahler

8. *Das Zweite und das Dritte Reich*

   Bismarck, der erste Weltkrieg, Weimarer Republik, Nationalsozialismus, der zweite Weltkrieg; Literatur—Hauptmann, George, Hofmannsthal, Rilke, Schnitzler, Kafka; Musik—Richard Strauss, Arnold Schoenberg, Alban Berg; Kunst—Impressionismus, Expressionismus

9. *Die Nachkriegszeit*

   Das Wirtschaftswunder; die Mauer; Literatur—Thomas Mann, Hermann Hesse, Max Frisch, Friedrich Duerrenmatt, Wolfgang Borchert, Heinrich Böll, Günter Grass; Musik—Carl Orff, Paul Hindemith

Part Two

TEXTBOOKS AND AUDIO-VISUAL RESOURCES

TEXTBOOKS

SOME CRITERIA FOR SELECTION

An important function of teachers and supervisors is to evaluate textbooks and teaching materials with a view to making a wise selection. The proliferation of foreign language textbooks and teaching materials in the wake of extensive curricular changes has made evaluation a complex and time-consuming process. In view of this, it would be well to set down some criteria to guide those concerned with the selection of textbooks.*

General Criteria

PRACTICALITY

The textbook or integrated program should not be overloaded with an unwieldy array of auxiliary aids and equipment.

ADAPTABILITY

Teachers should be able, when necessary, to depart from the sequence of topics in the textbook, to adapt or to add exercises and, in general, to make selective use of its contents to conform with local objectives, pupil ability and curriculum requirements.

CONTINUITY AND PROGRESSION

In a textbook series, there should be continuity of subject matter and progression in difficulty from one volume to the next.

GRADE SUITABILITY

The textbook should be keyed to the interests and learning capacities of the pupils who are to learn from it; e.g., the Level I textbook which claims to be suitable for both secondary and college students should be regarded with caution.

Checklist of Positive Criteria

In addition to the general criteria discussed above, a more com-

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*The *Selective List of Materials* (SLOM), published by the Modern Language Association (N.Y. 1962) under contract with the U.S. Office of Education, includes a section entitled, "Criteria for the Evaluation of Materials," from which are drawn some of the suggestions given in this discussion.

plete checklist of criteria should serve as a summary and as detailed reference for different types of textbooks. No single textbook is expected to meet every one of the criteria. The additional details given in this checklist will permit more refined distinctions in the event that several textbooks, all of which meet the basic criteria, are being considered for adoption.

1. Textual matter in German should be of intrinsic interest to pupils in the grades in which the textbook is to be used.
2. The German used in the book should be authentic.
3. Dialogue situations should be natural, functional, and suited to the age-level and maturity of the students.
4. Textbooks at all levels, including the basic textbook, should incorporate cultural content from the very beginning.
5. The first level textbook should allow for a flexible pre-reading phase of instruction that can be adjusted to the grade and the maturity of the pupils.
6. The subject matter to be learned should be so organized that it can be fitted into the schedule of average class periods and school terms.
7. The textbook should be designed for use by classes of average size in the public schools of the City of New York.
8. The textbook should develop the four language skills in the recommended sequence of listening, speaking, reading and writing.
9. Auditory comprehension and oral production should be given major emphasis in the first level textbook.
10. Grammatical structures should be presented inductively; i.e., explanations and generalizations of structure should come after pupils have encountered and learned a sufficient number of examples to be able to make their own generalizations under teacher guidance.
11. Structures, vocabulary and idioms in the first level textbook should be of high frequency in the spoken language.
12. Pattern drills should be varied and should include substitutions and transformations in addition to repetitions.
13. Drills should be organized on the minimum increment principle, i.e., with a single emphasis on a new construction or vocabulary item before two or more items are drilled in one exercise.
14. Dialogues should include statements and rejoinders as well as questions and answers.

15. Structures and vocabulary should be re-introduced periodically and there should be review lessons at regular intervals to insure retention and fluency.
16. Translation exercises from English into German should not be overloaded with lexical and syntactical problems. Recommended instead of straight translation exercises are those of the "guided composition" or "situational recall" type, in which cues are provided in meaningful sentence sequences either in English or in German.

Negative Criteria

Objectionable features of textbooks and integrated programs are listed as a caution to inexperienced evaluators. The occurrence of one or two objectionable features in a textbook need not automatically result in its out-of-hand rejection. However, the frequent occurrence of several such features may be considered sufficient grounds for questioning the suitability of the textbook in which they are found.

1. The method of instruction is so rigidly prescribed as to inhibit teacher initiative and creativity.
2. The space taken by printed directions on how to use the book exceeds the space allotted to subject matter.
3. The book contains an over-elaborate scheme of eccentric typographical devices, confusing color codes and complex diagrams.
4. Only one or two types of exercises occur with monotonous regularity throughout the book.
5. The book contains non-functional exercises; i.e., those not conducive to the development of communication skills. Some examples of non-functional exercises are:
   a. Grammar Catechism
   Questions in English about grammar or grammatical terminology rather than drill in German.
   b. Multiple Stage
   Requiring two or more operations, each of which depends on the correctness of the preceding one.
   c. Verbal Contortions
   Requiring abstract dexterity in manipulating forms and structures in a manner never used in normal speech or writing.
   d. Error Exposure
   Requiring students to correct the errors in exercise sentences, thus exposing them to incorrect forms and structures.

e. Scrambled English
   English sentences, to be translated into German, are artificially constructed to elucidate the structure of German sentences, resulting in unnatural English.

f. Isolated Sentences
   This type of non-functional exercise consists of translation or so-called "composition" passages having no continuity of meaning but merely designed to exemplify the grammar topics of the lesson.

g. Multiple Increment
   This type of non-functional exercise comprises sentences to be translated from English into the German, each sentence consisting almost entirely of lexical, structural or idiomatic difficulties.

AUDIO-VISUAL RESOURCES

Classification

In the widest sense of the word, all teaching materials outside of the textbook are considered audio-visual aids. Years ago, these were rather simple and quite limited in number. Today, a vast amount of visual materials and electronic equipment is available. They may be grouped as follows:

I. Visual
  A. Flat materials: pictures, flash cards, maps, charts, cardboard figures.
  B. Three-dimensional objects: puppets, dolls, models, coins, dioramas.
  C. Projected materials: slides, transparencies, filmstrips, films, pictures, kinescopes, videotapes.

II. Audial (including electronic equipment)
  A. Phonographs and discs
  B. Tape recorders and tapes
  C. Radios
  D. Language laboratories (fixed or mobile)

III. Audial and Visual
  A. Sound film projectors
  B. Television receivers

General Considerations

Visual and audial aids in the classroom are employed basically to simulate actual experiences involving the use of foreign languages. Since the entire range of illustrative materials is encompassed, it would be more accurate to call them "objective aids to learning."

Pictures are simpler to use than audial materials since they do not depend on any mechanical device. Like charts, models and drawings, they are simply displayed, discussed, or used as a basis for drill and conversation. Although all the senses are involved in the learning process, the visual impression is probably more lasting, for most human beings seem to be visual-minded. Certainly, the eye, as the most impressionable of all the senses, may be considered of primary importance in learning. However, since a good deal of communication between people is via sound, the lasting impression is not solely due to the visual nor the audial, but to the combination of both.

Visual Aids

Classroom Decoration

The classroom is to be transformed into a "cultural isle." This is achieved by the almost exclusive use of German and by the simulated German environment supplied by classroom decorations.

Classroom decorations should be bright, cheerful and attractive. They must also have pedagogic value. In choosing display material, the teacher should ask himself the following questions:

1. Is it esthetically pleasing?
2. Is it in good taste?
3. Is it timely?
4. Is it pedagogically useful?

The kinds of materials that may be put on display in the classroom fall into various categories. They may be large or small items; they may be permanent or temporary; they may consist of pictorial or lettered material; they may be purchased or homemade. Items contributed by pupils and examples of pupils' written work and projects are especially valuable in that they arouse interest, present high standards of achievement and promote pupil activity.

The larger displays would include pictures and posters. A map of Germany is a *sine qua non*. Other materials are German artifacts, flags, lettered mottoes and proverbs, and charts. Pupils' work that is suitable for display would include maps, models, scrapbooks, stamp and coin collections, costume drawings, menus, itineraries, and compositions or poems. Neat labels in German will identify the displays and expose the class to new vocabulary and sentences.

Although the displays may be situated at various places in the room, current material should be concentrated on the bulletin board, of which there should be one or two in every German classroom. If carefully planned and managed, the bulletin board becomes an effective device for motivating, teaching, and sustaining interest.

Among the other indispensable aids for certain types of lessons are the clock dial with movable hands, pronunciation charts, calendars, conversation pictures, and illustrated vocabulary and structural drill charts.

The Chalkboard

The simplest, most immediate and most common visual aid is the chalkboard. Its great advantages are:

1. It is always available.
2. It does not get out of order.
3. It is visible to the entire class.
4. New material can be presented immediately.
5. Written matter can be erased.
6. Both teacher and pupils can use the board.

In order to use the chalkboard most effectively, the following principles should be observed:

1. Avoid overcrowding.
2. Maintain standards of clear, neat and orderly writing.
3. Establish a definite daily routine.
4. Use colored chalk to stress particular words or items.
5. Give preference to the front board, reserving the side board for assignments and the rear board for dictation.
6. Correct all errors.
7. Erase undated and previous work.
8. Identify all work with a suitable heading.
9. Plan the use of the chalkboard in connection with each lesson.
10. Check on legibility and visibility (illumination).

Flat Materials

A very useful device is the flashcard, a sheet of oaktag or cardboard, on which appears a word, a sentence, or a simple outline drawing. The lettering shoud be large, neat and clear so that it can be seen from the rear of the room. Capital letters are preferred; script should be avoided. Flashcards are especially useful for drilling or reviewing vocabulary. Any brief completion, transformation or translation item can be put on cards, for example:

1. Verbs (completion, insertion of pronoun, translation)
2. Adjectives (completion, antonyms, synonyms, plurals)
3. Nouns (plurals, feminines, pairs)
4. Prepositions
5. Adverbs (formation, comparison)

Still Pictures

Pictures can be used very effectively for teaching the German language as well as German culture. Every foreign language department should maintain a file of suitable pictures. For their most effective use, attention must be paid to the following:

1. PREPARATION
   The showing of the picture should be motivated. Pupils should be told, preferably in German, what to observe and what to remember.
2. PRESENTATION
   The teacher should point out the important details, emphasize salient points, and elicit reactions.
3. APPLICATION
   The information obtained from the picture should be applied. If the picture is used for linguistic aims, the new words and phrases should be used in original sentences, in dictation and in short compositions. If it is a lesson in culture, a summary of the information gained from the pictures may be written on the board and copied into notebooks, and further reading and research may be assigned.

The Opaque Projector

One of the most effective ways of using a picture is to project it by using the opaque projector. This machine will project onto a wall or screen, anything printed, painted or drawn. It can also be used to project flat objects such as stamps, coins, and medals, as well as pictures and photographs. When using the opaque projector, darkening of the room is essential. Some uses of the opaque projector are:

1. To project reproductions of art, typical foreign scenes, landscapes, stamps, coins, photographs, maps, news clippings and cartoons, for the purpose of stimulating class discussion and/or written work
2. To project a series of opaque pictures to stimulate narration and creative dialogue

The Overhead Projector

This projector is specifically designed to project large transparencies. The overhead projector can be used in any classroom, double unit, or auditorium. The teacher may write on the acetate sheet using a grease pencil (china marking pencil), or she may use prepared transparencies. The advantages of the overhead projector are:

1. It is simple to operate.
2. The teacher faces the class.

3. The attention of the whole class is directed to one area.
4. Material can be prepared in advance, developed as the lesson progresses, then erased, or saved for future use.
5. The room need not be darkened.
6. Many transparencies can be prepared quickly and inexpensively.

Some uses of the overhead projector are:

1. To project a simple scene and add new elements to it (The class is asked to talk or write about the scene.)
2. To project a transparency of students' written work for class comment, discussion and correction
3. To project a graphic illustration to be followed by questions and answers and terminating with an oral composition
4. To project a series of pictures to serve as a basis for oral or written narration
5. To project materials for remedial work or reinforcement of previous learnings

Slides

Slides are especially suitable for the teaching of culture. An effective and interesting procedure is to assign a pupil or a number of pupils to prepare notes in German for each slide. After these have been corrected, the pupils read their notes as an oral commentary to each slide as it is shown. Some uses of the slide projector are:

1. To project a travelogue or an art sequence
2. To project slides to illustrate a recorded lecture

The Filmstrip

The filmstrip consists of a series of illustrations printed on 35mm film in black and white or color. The filmstrip may be accompanied by sound. To secure optimum use of the filmstrip, the following is suggested:

1. The teacher should preview the filmstrip.
2. The presentation should be motivated.
3. Spontaneous reaction and response should be encouraged beyond the limits of the given captions.
4. Guiding questions should be prepared in advance.
5. Oral and written activities should follow the showing.

In using films or filmstrips with accompanying tape or record for the purpose of improving oral production and auditory comprehension, the following procedure is suggested:

1. Developing listening and speaking readiness
    a. Motivation
    b. Removal of difficulties
    c. Oral practice with new vocabulary and structures
2. Advance study of the script
    a. Silent reading of script
    b. Comprehension check
    c. Silent reading of script accompanied by sound track only
3. Presentation of the film
    a. First showing of film
    b. Oral testing of comprehension
    c. Second showing and further discussion, if time permits
4. Culminating activities
    a. Elimination of the sound track; student summaries of the story of the film
    b. Improvised dramatization of a brief scene from the film

The Sound Motion Picture

The motion picture is one of the most effective of the mass media of communication for entertainment and education, for discussion and instruction. Television is but an extension and special adaptation of the motion picture. Educationally, the advantages of a sound motion picture are as follows:

1. With its rapid change and movement and its double impact of sight and sound, it holds the pupil's attention.
2. Motion, sound and color heighten reality.
3. The foreign scene and the historic event are vividly and excitingly portrayed.

To secure optimum effectiveness in using motion pictures for foreign language instruction, the following points should be observed:

1. The film must be chosen for its appropriateness to a given situation. The teacher should be acquainted with the available films so that he can make the best choice.
2. The best physical conditions should prevail for the showing.
3. The projector should be handled by a skilled operator.
4. The teacher should prepare the class by
    a. motivating the topic of the film
    b. pointing out what is to be looked for
    c. preparing questions to be answered by pupils
    d. planning follow-up activities and application

Television

Television can be used effectively to supplement the foreign language program. Commercial television stations and WNDT Channel 13 often present foreign language programs appropriate for their linguistic or cultural content.

The Board of Education's television channel, WNYE-TV Channel 25, will offer programs to supplement foreign language instruction. Manuals, including schedules and teacher-guide materials, will be available in connection with specific programs.

As with all audio-visual aids, the value of the television presentation is in proportion to the advance preparation and follow-up.

Audial Materials and Techniques

Until recently, the hearing phase of language learning was not always adequately emphasized. The pupil was not always systematically exposed to the foreign tongue even in the classroom. Furthermore, hearing a language spoken every day does not in itself lead to accurate comprehension and correct speech. In addition to passive listening, which promotes some unconscious assimilation, the learner must be trained to listen critically for accurate comprehension.

Listening is a skill which can be developed by requiring the pupil to

1. listen repeatedly to the same recorded or spoken material
2. read the accompanying text or script silently as he hears it spoken
3. repeat the material that he hears
4. answer oral questions based on the general content of what he has heard
5. answer written questions based on the material heard
6. give a brief oral or written summary (cued by the teacher if necessary) of what he has heard

Following are some of the basic requirements for a good listening-comprehension exercise:

1. The atmosphere of the room should be quiet and conducive to listening. The listeners should not be too far removed from the voice source.
2. The spoken material should be suited to the age, interests, and grade level of the class.
3. The aim of the lesson should be clear to the entire class.
4. The class should be motivated and prepared.
5. After the first, and after the repeated reading or playing, the stu-

dents should be encouraged to ask questions about anything they did not understand.

The Phonograph Record

Disc recordings may be used effectively in the following areas of foreign language teaching:

1. music appreciation
2. appreciation of vocal selections or readings
3. teaching a song
4. drilling structures or vocabulary
5. auditory comprehension exercises or tests
6. dictation exercises or tests
7. the appreciation of literary selections in the foreign language
8. the appreciation of cultural background selections

The great advantage of the phonograph record is that it can be

1. stopped at any point for questions, comments and discussion
2. "spotted" and repeated any number of times
3. played at any time
4. pre-heard and evaluated
5. obtained for almost any subject and in any language

Radio

The radio permits the student to hear the foreign language spoken by natives in life situations, and to enjoy vicariously the cultural atmosphere of the foreign country.

The New York City school system maintains station WNYE, from which educational programs are broadcast five days a week. A German language or culture program is sometimes included. These programs can be used to advantage in the schools. In many instances they are taped and stored for future use. (See p. 169 for instructions on how to obtain such tapes.)

Aside from the WNYE programs, there are often interesting and important commercial programs which can be used effectively in connection with German language lessons. The material should be within the vocabulary range of the pupils. The difficulty with these commercial programs is that they cannot be reviewed in advance. They can, however, be taped and then presented to the class with vocabulary and questions.

The Tape Recording

The tape recording is one of the most useful devices for practice in hearing the foreign language. In the past, pupils had to depend entirely on the teacher's pronunciation of German. Now teachers may secure tapes and permit the class to hear a variety of native speakers of German, including renowned actors and singers. A perfect model is thus available to every learner.

The values of the pre-recorded tape are:

1. It extends the repetitive force of the teacher's voice beyond his own physical limitations.
2. A tape can be used all day. It does not tire and it does not vary in tone and pronunciation.
3. Voices other than that of the teacher can be brought into the classroom.
4. The tape provides a permanent reference for the sounds and recorded speech of the German language.

The technical advantages of the tape recording are:

1. The recording may be permanent, or it may be erased and the tape used again and again.
2. As a rule, a good tape recording has higher fidelity than a disc recording, and there is no record scratch.
3. Taped sequences can be catalogued and more easily identified than those on discs.

Listening to the taped recording is not enough. The important problem for the teacher is how to incorporate tape techniques into the lesson. With a little ingenuity, the teacher can add the use of the tape recorder to his customary procedures. The materials, however, should be kept in definite and sequential relationship to the regular course of study. The most practical plan is to relate the taped recording to the content of the textbook. This offers little difficulty since most textbooks are now provided with accompanying tapes. See pp. 93-95 for a suggested auditory comprehension lesson.

Speed is important in listening with understanding. Complete comprehension means grasping meaning at normal tempo. A large amount of spoken material, carefully graded in speed, is indicated.

In preparing tapes, the following basic principles should be considered:

1. The tape should be self-contained as to directions. The pupil must be told precisely what he is to do.
2. Grammatical or linguistic explanations in English should be excluded from the tape. German should be used almost exclusively.
3. Basic tapes should relate closely to the content of the course.

4. Special tapes may be prepared to give practice or remedial drill as needed.
5. Playing time should be limited to about 10 minutes.

One of the major uses of the tape recorder is for testing auditory comprehension. See pages 185-186 for examples of types of questions suggested for testing auditory comprehension.

The pupil's voice should be recorded at given intervals. A playback will furnish evidence of the degree of improvement in speaking ability. A critique of the recording should be given by the teacher since the pupil is not always the best judge of his own speech.

How and Where to Secure Audio-Visual Materials

The Bureau of Audio-Visual Instruction (BAVI) has the important function of securing and appraising new audio-visual materials and then preparing approved lists of 16mm sound films, filmstrips, slides, transparencies, flat pictures, recordings and pre-recorded tapes.

Approved lists for requisitioning audio-visual materials are issued twice a year and sent to every school. The materials accepted for these lists are in consonance with the current course of study.

For further information concerning the available lists, consult the school audio-visual coordinator, or write to the Bureau of Audio-Visual Instruction (BAVI), 131 Livingston Street, Brooklyn, N.Y. 11201.

The BAVI Film Loan Collection

Each year, when funds are available, a number of recently approved 16mm sound films are purchased by BAVI for the free Film Loan Collection. These films may be borrowed by school personnel. Consult the BAVI catalogue, *Instructional Films and Tapes,* for procedure in borrowing.

Tapes of WNYE Radio Programs

Duplication of any program or series may be requested by writing to BAVI and by sending a 7" reel of blank tape for every two titles desired. Instructions for ordering are on page viii of the BAVI film catalogue.

Requisition of Materials

Since filmstrips, slides, recordings, pictures and transparencies are not available on loan from the Bureau of Audio-Visual Instruction, these aids must be purchased by the individual schools. Information as to item number, vendor, cost, etc., can be found in the approved lists.

THE LANGUAGE LABORATORY

Since the development of auditory acuity and verbal expression are among the aims of foreign language teaching, the language laboratory should be used beginning with the first level. Auditory acuity involves the ability to (a) distinguish among sounds; (b) recognize whether a specific phoneme belongs to the sound system of English or of German; (c) distinguish among similar sounds in German; (d) recognize meanings of familiar words and groups of words which are spoken fluently in German; (e) infer from context the sense of unfamiliar words and groups of words. These elements of auditory acuity are sometimes referred to as "passive." However, it would perhaps be better to use the term "receptive" since this would indicate that the processes involved in comprehension are not devoid of pupil activity. The mental activity is intense, even though it is not externally visible.

Auditory acuity and verbal expression are closely related. Good pronunciation depends upon the ability to distinguish among sounds. In addition, good pronunciation requires physical control over speech musculature so that the speech organs, obedient to the speaker's intention, will articulate the desired sounds. The teacher-supervised training in comparing sounds for recognitional purposes will develop into the skill of comparing one's speech production with what one hears, and should lead ultimately to the stage of self-criticism which will enable the pupil to improve himself without the close teacher supervision which was essential at the beginning.

When the teacher has presented phonemes, words and groups of words for recognitional purposes, and has begun "live" training in speech production, largely through imitation with a minimal amount of explanation, the language laboratory takes over the necessary function of providing a sufficient amount of repetitive experience in listening and speaking. This will result in "overlearning," which leads to automatized responses through which language becomes a usable vehicle for reception or expression of thought.

Laboratory Equipment and Pupils' Activities

The variety of activities which pupils may perform in a laboratory depends upon the type of equipment installed. In some laboratories a given number of pupils' stations are equipped with individual tape recorders in addition to headsets (earphone-microphone combination). Here the pupil may record himself as well as the model; he may rewind his tape and listen to it, noting to the best of his ability his errors, and then correcting them. A few laboratories are equipped entirely with this playback facility. Usually, laboratories have a limited number of this type of station.

In most laboratories, pupils' stations are equipped only with combination headsets which permit the pupil to hear a tape transmitted from the teacher's console, and to speak in imitation, but not to record, at his station. This is the case also with the "mobile" laboratories which have been introduced experimentally into several schools. However, even without individual tape recorders, pupils' speech may be recorded at the teacher's console, one pupil at a time, as the pupil works in his booth. This facility should be in use in every laboratory session.

The teacher should beware of letting any laboratory lesson consist solely of pupils' listening and repetition. Repetition may become an automatic process, and attention may wander. The pupil has no opportunity to exercise the self-critical faculty which we are seeking to develop. During each laboratory session the teacher should make a point of recording the speech of at least two or three pupils, and should have a brief lesson in which the whole class hears and can criticize the quality of speech heard during the playback.

Organization, Administration and Scheduling

Pupils should be scheduled for the laboratory at least once but not more than twice a week. This permits a greater number of classes to use the lab than would be the case if a class were scheduled to the lab as its regular classroom. Also the type of laboratory heretofore in use, with permanently fixed, high separators between booths, is suitable only for lab work. Conventional teaching is best performed in a standard classroom.

A new development in the latest lab installations is the classroom laboratory, or electronic classroom. Here the laboratory equipment is contained in a desk which may be opened to permit use of the equipment and to provide separation between the pupils. The desk may be closed flat, so that the classroom resumes its conventional appearance. When all language classrooms are so equipped, there will be no need to move classes to another room. The teacher will make his presentation and will follow it by the appropriate lesson-tape for drill. Accessibility of equipment will simplify classroom routines by making laboratory practice instantly available.

Level I

At the first level, laboratory work may be done from approximately the sixth week of the course. This time must be flexible, depending upon the type of class, the nature of the presentation and many other factors. The following kinds of tapes are suggested for Level I:

1. Recognition of sameness or difference of sounds

   Words are presented on tape in pairs, of which one may be in German and one in English; both may be in German with identical phonemes or with different phonemes. These tapes require two hearings. At the first hearing, the pupil repeats what he hears. When the tape is rewound, the pupil listens and writes for each pair the words "same" or "different," English first, then German; or German first, then English.

2. Selection of correct oral response

   A sentence is heard on tape, with three endings, of which one is correct. The pupil hears this tape twice; the first time he repeats what he hears; the second time he writes the number of the correct ending.

3. Selection of correct answer to question

   A question is asked on tape, followed by three responses, of which one is correct. Here, too, the tape should be played twice, once for the pupil to repeat what he hears, the second time for him to write the number of the correct response.

4. Picture-description test*

   A clear, line-drawing type of picture is flashed on a screen by means of an overhead projector. Parts of the picture are numbered. The tape describes parts of the picture. Pupils write the number of the part described by the tape.

It is to be noted that the four kinds of taped exercises described up to this point require no reading or writing in German but only auditory comprehension demonstrated by the writing of numbers or letters or a few English words, e.g., "same" or "different." At the first level, the vocabulary and structures used on the tapes should be closely related, if not identical, to what is taken up in class.

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*Adapted from material prepared for the *Language Laboratory Research Study*. New York State Department of Education. 1959-1963.

Other types of tapes to be used after the midpoint of Level I are:

1. Direct spoken imitation of the taped model of words, phrases and sentences

   In building up the amount of material to be repeated, the single words and phrases are, after repetition, incorporated in sentences, with an upper limit of approximately ten syllables. Repetitions on tape are spoken at an increasingly rapid pace, leading to a fair degree of fluency, but never at the expense of clarity of sound-image. The change of pace or tempo presents a new challenge each time and holds the learner's interest despite repetitions of identical material. Taped material must be lively in content and should avoid dull or stilted expressions.

2. Repetition and manipulation of patterns taken up in class

   Manipulation or variations may include recasting the sentence by making an indicated basic change; e.g., restating in the negative, formulating questions from the material, stating the sentence in a different tense, etc. In all tapes the correct form in the model speech is supplied after the pupil has spoken any sentence other than a direct imitation.

3. Directed speech

   This kind of tape, in which the pupil obeys a direction telling him what to say, provides review, at controlled speed, of material taken up in class. It represents a step in developing freely expressed conversation and has the aim of liberating the pupil progressively from direct, imitative speech.

Level II

In a large school, the administration is frequently faced with the need of combining into a unified group pupils who come from various teachers with some variation in preparation in speech patterns and in language habits. The laboratory provides the means of giving a common linguistic experience which welds the group into a new unit. To achieve this result, some of the lesson tapes of Level I may be repeated for review. Others of the same type may be prepared, using vocabulary and grammatical structures prescribed for Level II in this curriculum bulletin.

Additional kinds of tapes appearing in Level II for the first time are the following:

1. Tapes to accompany the basic reader

   These tapes contain fluent readings of the text, or of parts of the text. The pupil listens and reads silently. Frequently, the proper phrasing of words helps the pupil understand the meaning and overcomes the tendency to read word-by-word. If the text is read in a pleasant voice with good intonation, the reading becomes a pleasant esthetic experience. Portions of the text are reread on the tape, with spaces provided for the pupil's repetition. Suitable exercises may appear on the tape as well. The teacher may wish to have the pupils hear and read the entire text. While this is desirable, time limitations may prevent such treatment, in which case the teacher will select chapters for the pupils to read at home.
2. Dictation tapes

   It is sometimes held that the language laboratory is useful only for developing speaking and listening skills. It is a wise policy, however, to use the laboratory for whatever good purpose it can serve, in this case for writing practice in the form of dictation. Since taped speech deprives the pupil of visual clues to articulation, the exercise should be strictly controlled as to speed and clarity of speech. To save time, a sentence is read on tape, and several words extracted from it are repeated. The pupil writes these words. The words selected incorporate the problem to be practiced.
3. Auditory comprehension passages with pre-test questions and multiple-choice responses

   Passages selected or constructed to include the vocabulary and structure patterns prescribed for Level II form a good preparation for this type of work, which is generally used in Level III.

Level III

The concept of the language laboratory in Level III is based on the premise that the teacher directs the learning, encouraging the student to develop the power of discrimination among sounds, evaluative judgment and self-critical analysis of speech. The teacher's direction is designed to lead to self-directed learning in which the student takes responsibility for his progress. During the evolving process leading to the maturity which makes such responsibility possible, the teacher remains responsible for the student's learning, selecting and directing the learning experiences to which the student is exposed. Thus it is assumed that the teacher will give the necessary orientation before each laboratory lesson. The laboratory lesson is, in general, a reinforcement of what has already been presented by the teacher.

Uses of the Language Laboratory

I. In German, Level III, the language laboratory serves the following purposes:

   A. To improve and develop the student's listening comprehension of spoken German materials covering a wider range of vocabulary and structure than had been heard in the two preceding levels of study, and at a more rapid rate of speech

   B. To develop and improve the student's ability to speak German, with good pronunciation and intonation, and with a certain degree of ease, using a wider range of vocabulary and structure than in preceding levels of study

II. In order to develop the skill of listening comprehension, the students will be provided with the following learning experiences:

   A. Audial experience in a wider range of subject matter than was used in the preceding two levels of study

   B. Audial experience in a greater quantity than a teacher can easily provide in a conventional class period

   C. Audial experience in hearing several different native German voices and speech patterns

   D. Audial experience in hearing spoken German at varying and increasingly rapid rates of delivery

III. In order to develop speaking skill, the students will be provided with the following learning experiences:

   A. Imitation of a model
      1. For reinforcement of previously developed habits of correct pronunciation
      2. For reinforcement and improvement of previously developed habits of good intonation
      3. For application of the above to a widened range of linguistic situations involving more complex structures and more varied vocabulary

   B. Oral responses other than direct imitation
      1. True-false statements where the true statement is to be repeated, the false statement corrected
      2. Answers to questions which have been so constructed that the responses are predictable; i.e., they furnish answers to "Who?" or "What?" but not, as a rule, to "Why?"
      3. Statements requiring the substitution of a synonym or an

antonym for a designated word, and restating the entire sentence

4. Manipulation of sentence structures, such as restatement of sentences, beginning each sentence with "yesterday" or "tomorrow," and requiring a change of tense

IV. In connection with both listening and speaking skills, it is sometimes desirable to correlate written work with speaking and listening as objective, concrete and permanent reinforcement of the student's listening and speaking experiences. Such writing, in Level III, will chiefly consist of

A. Dictation

B. Written responses to oral questions

V. Other uses of the language laboratory in Level III are:

A. To facilitate review of Levels I and II materials

B. To permit students to make up work and to progress at their individual rate of learning by use of multiple channels

C. To improve reading skills by using lesson tapes based on reading texts

Using the Laboratory for Review

In developing listening and speaking skills, the language laboratory lessons in the third level of German will include subject matter relating to the principal emphasis of this level: reading and writing, and a study of German culture. Since language learning is a cumulative process, review of what was learned previously should be included, or provided as needed. While later and more difficult work is, in large measure, based upon earlier and already learned materials, it may be assumed that not all the students will have completely mastered all the materials studied in the two previous levels. Review should be provided as required, and it is in this area that the laboratory can effectively accommodate the needs of individuals. The flexibility provided by multiple channels permits the teacher to have students perform exercises in areas where they need more drill, while the rest of the class does another lesson.

Reading Lessons in the Language Laboratory

While the teacher and the student look to the language laboratory primarily for its effects on listening comprehension and speaking skills, the laboratory also serves a useful purpose in connection with the reading lesson. The lesson tape based on the reading text serves the following purposes:

1. It provides multiple sense appeal, which is superior to learning by one sense alone. The visual stimulus of the printed material is reinforced by the auditory stimulus of the same material spoken on the tape.
2. With adequate preparation, and by listening as he reads, the student is led to develop the habit of reading ahead fluently. He cannot dawdle, nor can he change the reading experience into a word-by-word deciphering of the text.
3. The tape assists comprehension of printed material by providing an intelligently spoken model, with words spoken according to sense-groups. Such speaking often provides the clue to meaning, which might otherwise escape the student.
4. It provides an experience in literary appreciation when read by a native German speaker with good voice quality, expressive speech, and awareness of the imagination-stirring quality of the text.

The above indicates the effects of the taped reading lesson on visual and auditory comprehension; but the reading tape also serves to improve the speech pattern of the student. A portion of the tape is pre-recorded in spaced phrase-groups, with pauses for students to imitate the speech pattern and intonation of the speaker. The variety of speech production is wider than in the limitation of structure drills alone, and the student has the experience of consecutive reading, with the paragraph and not merely the single sentence as the unit of learning.

Content and Form of the Reading Lesson Tape

The reading lesson tape is directly related to the text read by the class. The lesson tape deals with a selected portion of the text, perhaps a chapter or a part of a chapter, or an entire short story, stopping at a logical point. The story value, or the idea value, should be maintained.

The lesson tape may begin with an introductory statement designed to orient the listener-reader to the content of what will follow, or it may begin with the presentation of the text, with advance explanation and repetition of new or different words and phrases.

The passage should consist of approximately two minutes of consecutive reading, fluently but not speedily paced.

The student is directed to the page and line where the reading will begin, and is told to follow along in the textbook as he listens.

After the first reading, a part of the text is reread in word-groups, spaced according to the sense, each word-group being followed by a pause timed to permit the student to imitate what he has heard. The student is instructed to imitate not only the pronunciation but also the intonation of the speaker. The passage reread for imitation is selected for liveliness of content; it may be a vivid description or an interesting conversation. There generally follows an exercise in word study and usage. Important and useful words are selected from the text. These words are spoken twice in German and once in English, and then are presented in a brief, usable sentence. The students repeat the word in German only, and then the sentence containing the word. As a variation, students are sometimes directed to write the word in German.

Other exercises require sentences to be restated with antonyms or synonyms of the words being studied; true or false sentences to be repeated if true, corrected if false. Questions based on the text are so structured that the responses are easily supplied by the student.

The lesson concludes with a brief summary of all or of a part of the text in the form of a dictation (which may then be used for brief oral repetition) or of some other writing exercise.

It is standard procedure in preparing tapes that, for any exercise requiring a response other than direct imitation of a model, the tape provides the correct answer immediately after the student has given his response. This reinforces the student's response if it was correct, or provides correction if it was erroneous. An important feature in the learning experience is the presentation of the correct form immediately after the student has constructed a response. The student knows immediately whether his answer has been right or wrong, and errors have less chance to persist.

What follows depends upon the type of equipment at hand. In laboratory stations containing recorders, the students have recorded the part of the text which they had imitated. At this point they rewind the tape and play back the model reading and their imitation, taking mental or written note of the parts which they recognize as a less than satisfactory imitation of the model. They may rewind and listen several times.

The value of this part of the work is in proportion to the student's understanding that the comparison of the model speech and his imitation depends upon his power of discrimination among sounds, and upon his repeated attempts to imitate correctly. The teacher guides the students in this part of the work through monitoring and inter-communicating. Of course, if the student station is not equipped with an individual tape recorder, the student listens and repeats, but cannot review and compare the model and his imitation of it.

Level IV

In the fourth year (Level IV), the language laboratory assumes new importance as a teaching aid. It is irreplaceable as a means of supplying fluently-spoken, advanced-level materials, so that pupils may have practice in hearing German, and may hear a precise repetition of the spoken materials if needed for comprehension.

However expert a teacher may be in German, it is impossible for him to speak to a class at great length, at a rapid tempo, and on a variety of subjects. Even if the teacher's inventiveness were unfailing and his zeal unflagging, his voice would fail in a five-period-a-day teaching program; and certainly he could not provide the precise repetition which the pupil may need to strengthen the first auditory image. This repetition of the identical auditory stimulus, possible only when recorded materials are replayed, is the essential contribution of laboratory work.

It becomes particularly important in the fourth year (Level IV) to replay tapes. The materials are more difficult and are apt to depart from the controlled vocabulary of the earlier grades, where materials were constructed to conform to required word lists. With repetition, the student improves his ability to grasp meaning through the ear.

Many skillful teachers make conversational (question-answer) practice a daily class routine. This excellent procedure does not replace the need for practice in hearing continuous, sustained speech which demands greater concentration than understanding a single question.

It is important to provide appropriate tapes for each level. The cumulative tape library makes it possible for an advanced student to refresh his memory of some materials he learned and may have forgotten. One cannot assume that a student knows and remembers everything he has been taught. Frequently, the errors made by third and fourth level students perpetuate incomplete or inaccurate learnings of the first level.

Even the advanced student needs practice in order to maintain and improve the fluency of his expression, the quality of his intonation, and the accuracy of his pronunciation. Just as a player of a musical instrument, however advanced, continues to practice scales and other fundamental exercises to maintain and improve his muscular control, so should the student of German continue to practice pronunciation and intonation to maintain and improve his linguistic control. To make this possible, it is recommended that provision be made for more extended use of the language laboratory by students under teacher supervision.

Suggested Time Schedule

It is recommended that the fourth level German program provide at least one period a week in the laboratory. In addition, to the extent that equipment is available, fourth level students should have access to the laboratory as they do to the library, for independent study of taped materials.

Where recording-playback facilities are used, a full period is not too long for listening, recording, playback, and correction. Half-periods may be a preferable time-span for listening and speaking without recording; however, every laboratory lesson ought to provide some speaking experience for the students.

Types of Lessons

AUDITORY COMPREHENSION LESSONS

These are of greater length and difficulty than the Regents-type of the third level. In progressively increasing length, the passages should ultimately provide up to 10 minutes of sustained listening experience. Multiple-choice exercises may be given on the tape. Questions should allow for greater freedom of response. If a model answer is given, the tape should state that other answers are possible. This exercise should be used only when the student records his speech and can evaluate and correct himself in the playback, with the teacher monitoring and assisting when necessary.

INTONATION DRILLS

These are spoken more rapidly than at preceding levels; phrase-groups and sentences should be somewhat longer and require a greater memory span.

TAPES TO ACCOMPANY LITERARY WORKS

Reading material becomes more comprehensible if a student can hear the material read aloud as he reads the text. The auditory and visual appeals reinforce each other. The intelligent grouping of words may clarify the meaning. The student may find it a valuable esthetic experience to hear a literary work read aloud, pleasantly and expressively. The reading should be recorded by a native speaker of German with a pleasant, lively quality of voice. The principal activity is consecutive reading. However, a small section of the text is then read, with pauses for imitation, the students being encouraged to make the reading as expressive as that of the model.

Laboratory Lessons in German Culture

The lessons are particularly effective where visual material, in the form of slides, can be projected on a screen and coordinated with a descriptive accompanying tape. Portions of the culture course which are suitable for such treatment include: schoolroom scenes in Germany, scenes in German homes showing characteristic family activities, individuals or groups engaged in typical occupations, geographical features of Germany, "travelogue-type" pictures of monuments and other landmarks, reproductions of great works of art, pictures recreating historical events. The tape may describe the slide, give historical background or related information, or may direct students' attention to certain features in the picture. No attempt should be made to teach the entire cultural curriculum in the laboratory. Only selected lessons should be treated in this way.

Memorization of Poetry

Line-by-line imitation of a poem read by a native speaker of German will prove to be an easy and enjoyable way to memorize a poem. The student acquires good pronunciation and intonation most easily in this way. Preparatory work, such as vocabulary study or clarification of difficult structures, should be given in class.

Brief Talks Without Use of Notes

At this level the student should be introduced to independent speaking. The previously used question-answer procedure is, of course, a less taxing way of developing speech. However, when the assistance of the question is removed, the student is on his own. After careful preparation, the student should talk freely into the microphone, should replay and re-record his talk and, the following day, could also deliver the same talk in the regular classroom. (See item 4, below, for the techniques of developing independent speaking.)

Principles Underlying Tape Exercises

1. Auditory comprehension materials should be longer, more difficult, and spoken more rapidly.
2. Appropriate preparatory steps for removing difficulties are recommended in order to insure complete comprehension.

3. Questions may be of a nature requiring less controlled or controllable responses. If a model answer is given, the statement should be made that other answers are possible. The student should be encouraged to evaluate his responses in the playback of his tape.
4. Independent speaking should begin. The teacher may elicit the essentials of a short talk through question-answer techniques. The student then writes a script of this talk and the teacher corrects the script. After several repetitions of the corrected script, the pupil is encouraged to talk into the microphone without notes, and then replay his talk and criticize himself. This procedure should be repeated until the student is fluent and correct in his speech.
5. Dictation should be used as a terminal exercise in many types of lesson-tapes. Revision should be accomplished by flashing the correct form of the passage on a screen, preferably through an overhead projector.

How and Where to Secure Laboratory Materials

The Language Laboratory Project, which is a unit of the Bureau of Audio-Visual Instruction (BAVI), is preparing tapes designed in accordance with the New York City foreign language program. These tapes are intended to reinforce learning regardless of which textbook is used with the class. Tapes will be available for elementary, intermediate and advanced levels.

Types of lesson tapes will include: text-connected materials based on commonly used readers in second and third level classes; vocabulary and idiom review of first and second level lists; Regents-type auditory comprehension passages; auditory comprehension lessons expanding and drilling auditory comprehension passages; structure drills; cultural passages; other passages prepared on three levels of difficulty; intonation drills; pronunciation drills; and pronunciation review exercises.

A list of available tapes is issued by the Bureau of Audio-Visual Instruction and is sent to all schools teaching foreign languages. The list is revised periodically.

To secure copies of tapes desired, write to the Language Laboratory Project, BAVI, 131 Livingston Street, Brooklyn, New York, 11201. With your request include a 7" reel of good quality, unused blank tape for each reel ordered. A script accompanies each tape sent.

Each school also receives a list of approved tapes and recordings which may be purchased by the individual school from commercial sources. Information as to item number, vendor, cost, etc., can be found in the approved lists.

Part Three

TESTING AND EVALUATION

TESTING

One of the indispensable functions of teaching is the periodic testing of pupil achievement. Testing procedures, in addition to measuring achievement, also exercise a profound influence on teaching practices and on pupils' attitudes and study habits. The teacher should, therefore, at all times be fully aware of the purpose of testing, whether it be an informal evaluation of classroom performance, a short quiz, or a comprehensive examination. The purposes of testing are briefly summarized here to focus attention on the values to be derived from testing programs.

Purposes of Testing

1. Evaluation (measurement of achievement at any stage)
2. Instruction (review, organization and retention)
3. Diagnosis (determination of errors and difficulties)
4. Incentive (motivation for increased effort)
5. Orientation (practice for tests and examinations)
6. Placement (grade placement or ability grouping)
7. Experiment (resolution of instructional problems)

PRINCIPLES OF TEST CONSTRUCTION

Aside from comprehensive foreign language achievement tests such as Level III Regents Examinations or College Entrance Board Reading or Listening-Comprehension Tests, the teacher's main concern is with class or department tests. Class tests may be designed to assess the basic foreign language skills, namely, auditory comprehension, oral production, reading comprehension, and writing skills. Class tests may also be designed to measure component skills or related knowledge, namely, pronunciation, mastery of vocabulary, structural control, or cultural knowledge. Whatever the skill or knowledge to be tested, the teacher should observe certain common sense principles of test construction which apply to all tests.

Characteristics of a Good Test

A good foreign language test should:

1. reflect audio-lingual aims and procedures
2. function as far as possible within the foreign language

3. be based on a fair sampling of what has been taught
4. present items in functional context
5. list items in order of increasing difficulty
6. give proper weighting to items
7. provide clear instructions to the pupil
8. allow enough time for pupils to complete it
9. be easy to administer and to mark

As a caution to the teacher, it is useful to state the converse of some of the above characteristics of a good test. A general principle to be observed in this connection is to avoid any type of question which will "have a harmful effect on learning if practiced in the classroom." (Nelson Brooks; see *Bibliography*.) Among such undesirable types of questions are: (a) *Translation* (not recommended until Level IV); (b) *Hybrid Items* (do not use a garbled mixture of English and the foreign language); (c) *Isolated Items* (avoid words or idioms out of context, or culture questions out of situational context); (d) *Incorrect Forms* (avoid "find-and-correct-the-error" types which make the pupil concentrate on incorrect forms); (e) *Two-Stage Items* (do not require the pupil to perform two operations, of which the second depends on the correctness of the first); (f) *Non-Functional Items* (do not require the pupil to perform linguistic acrobatics; e.g., the "sliding synopsis").

Testing the Four Skills

Auditory Comprehension

Testing audio-lingual achievement before pupils have learned to read and write requires special techniques, in some respects quite different from those used in written tests. Of the two interrelated skills involved here, auditory comprehension can be measured objectively by means of the following:

1. true-false statements

    Erst kommt Montag, dann kommt Sonntag.
    Vier weniger zwei ist zwei.

2. multiple-choice items consisting of definitions or inferential completions

    Die Katze und der Hund sind
    a) *Blumen* b) *Tiere* c) *Menschen* d) *Möbel*
    Am Morgen trinke ich gern
    a) *Milch* b) *Brot* c) *Fleisch* d) *Gemüse*

3. oral responses

   Guten Tag! Wie geht's?
   a) *Nichts* b) *Gut, danke* c) *Mein Bruder*
   d) *Das Wetter ist schlecht*

4. action responses

   Hebe die rechte Hand!
   Zeige mir dein Heft!

All statements, questions and choices should be *heard* only. True-false and multiple-choice items may be paper and pencil quizzes requiring answers merely by indication of a number or a letter. Oral responses should be modeled on dialogue and pattern drills. (See *Patterns for Drill,* pp. 20-29.)

Action responses are especially recommended because they dramatize auditory comprehension. Some suggested commands to stimulate action responses in testing auditory comprehension are: *Stehe auf! Gehe an die Tür! Öffne die Tür! Schreibe deinen Namen an die Tafel! Setze dich!* Pantomime or "make believe" action responses extend the range of testing possibilities; e.g., *Trinke ein Glas Wasser! Wasche dir das Gesicht! Schreibe einen Brief!* These commands will, of course, always be given in the foreign language and will use only the structures and vocabulary taken up prior to the test.

A component skill of auditory comprehension is auditory discrimination, usually measured by a phonetic discrimination test. This is made up of lists of words or phrases having "minimal contrasts." For example:

Bühne	*Beine*	*Biene*	*Bohne*
passen	*fassen*	*hassen*	*lassen*
ihren	*Uhren*	*Ohren*	*Ehren*

The teacher pronounces each series twice while the pupils listen. The teacher then pronounces the series a third time, and after a pause, pronounces only one word selected from the series. The pupils indicate by a number or letter which of the four words the teacher pronounced.

Oral Production

The measurement of speaking skill (oral production) is a more difficult task because the very nature of this skill requires that (a) considerable time must be taken to test pupils individually, and (b) recourse must be had to the teacher's subjective judgment as to quality of performance. These troublesome factors of excessive time and lack of objectivity may be reduced by the following procedure. Determine only the most important oral-production features in the dialogue and drills of a unit and test only enough pupils each day to cover all of the class by the end of the unit. Keep a proficiency record on a unit chart bearing pupils' names on horizontal lines and indicating oral-production features at the head of vertical columns. Use grades A, B, C, D to indicate proficiency levels, where A equals native or near-native proficiency, B equals minor errors but good enough to be understood, C equals major errors but partly comprehensible, and D equals totally incomprehensible.

The chart may also be used for grading recorded speech tests. The advantages of this procedure are that the teacher can do the grading outside of class and, if possible, with the assistance of another teacher, thus reducing subjective factors. However, the inordinate amount of time required for constructing the test, recording each pupil's utterances and rating the results make it inadvisable to use this procedure except as part of a terminal examination.

The evaluation of component oral skills; e.g., pronunciation, pattern variation, etc., is somewhat easier than that of speaking skill in general, because these component skills are constantly being drilled in the classroom during audio-lingual instruction. Thus, the so-called "echo" test is nothing more than a measure of the pupil's ability to mimic words, phrases and sentences spoken by the teacher or by a recorded voice. The teacher may use a rating scale to evaluate the pupil's power of exact mimicry.

Other question-types for testing oral production and its component skills follow the models presented in dialogues and drills. (See *Patterns for Drill,* pp. 20-29.) A summary of the chief question-types which can be constructed on this basis follows:

DIALOGUE RESPONSES

The pupil speaks the phrases and sentences corresponding to his assigned role in a memorized dialogue, cued by the teacher or by a dialogue partner.

DIALOGUE QUESTIONS

The pupil answers dialogue or personalized questions asked by the teacher or by another pupil.

DIRECTED DIALOGUE

The pupil is directed by the teacher to tell, ask, say, describe or explain something to someone.

SUBSTITUTION

The pupil substitutes words or phrases in a pattern sentence, cued by the teacher.

TRANSFORMATION

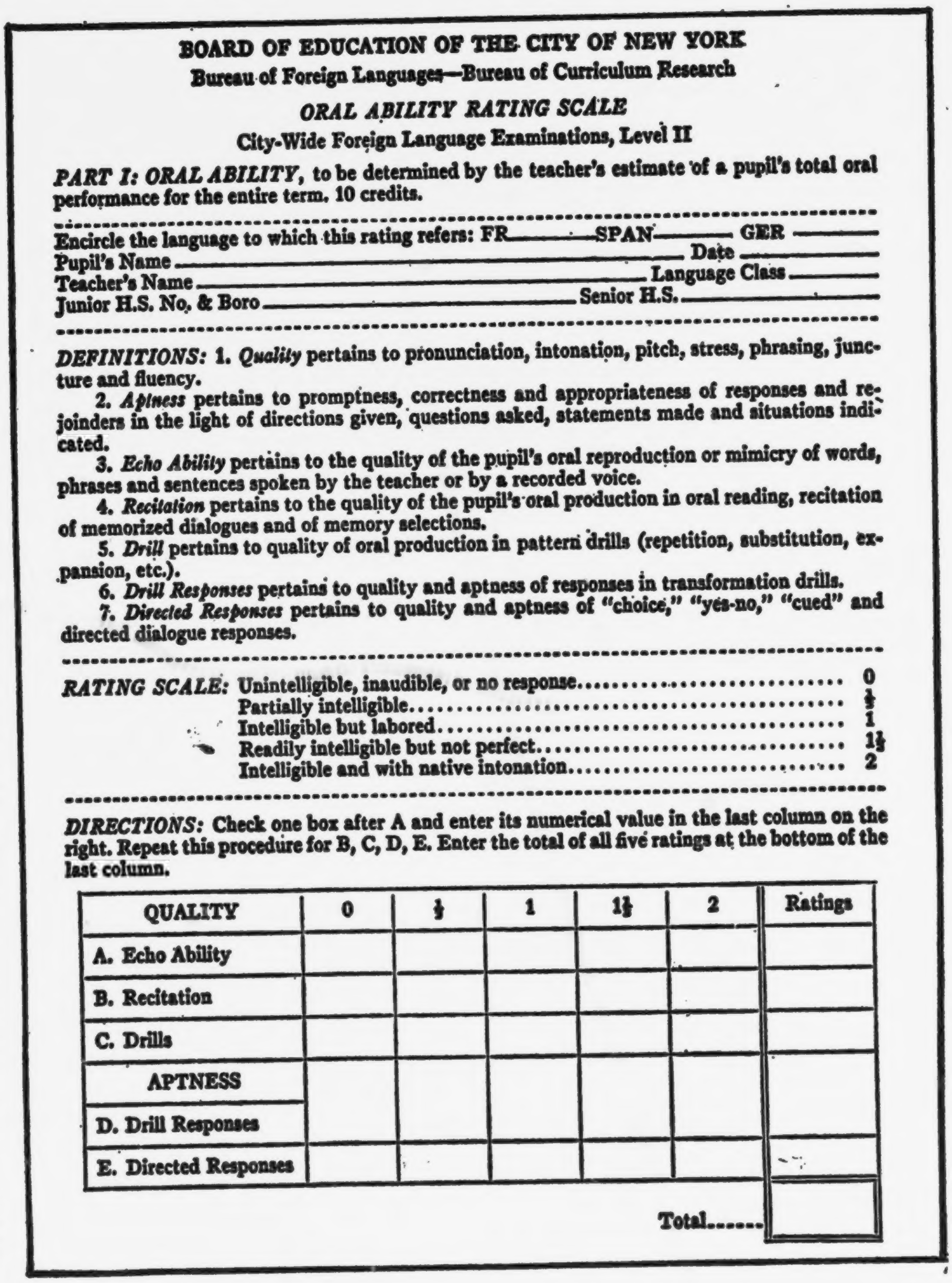
The pupil changes forms or tenses in a pattern sentence, cued by the teacher.

A more comprehensive type of scale for rating oral ability in German is the Oral Ability Rating Scale sometimes used in Level II city-wide foreign language tests. This is not a single test but rather a rating scale based upon total oral performance over the entire final term of Level II. The rating is a teacher's estimate guided by the rating scale. Descriptions given in this curriculum bulletin of what constitutes oral ability are used as the basis for identification of the components of oral ability to be rated. Performance in the particular types of oral skills specified as aims for Levels I and II was also a major consideration in identifying rating factors.

The following oral skills are to be rated: A. Echo Ability; B. Recitation; C. Drills; D. Drill Responses; E. Directed Responses. All of these terms are defined in the specimen rating scale on page 189. These aspects of oral production are listed in order of increasing complexity. Thus, Echo Ability, involving reproduction or mimicry, is a purely imitative skill and hence is placed at the beginning or easiest part of the scale. At the most difficult end of the scale we have Directed Responses involving "cued" and "directed dialogue" responses, both active skills which require not only quality but also aptness, that is, promptness, correctness and appropriateness of responses. Normal or free conversation is not represented on the rating scale because the attainment of this complex skill is not an expected outcome of Levels I and II.

Reading Comprehension

Following the pre-reading phase and continuing through all levels thereafter, the testing of reading comprehension will become a regular feature of instruction. In Level I, before writing has been introduced, reading-comprehension questions can be answered orally, but formal tests will have to be entirely of the objective type; e.g., true-false items, completions, and definitions, with multiple choices, of which the correct one is indicated by a number or letter, without writing. In addition, component reading skills (vocabulary, structure, and idiom recog-



BOARD OF EDUCATION OF THE CITY OF NEW YORK
Bureau of Foreign Languages—Bureau of Curriculum Research
ORAL ABILITY RATING SCALE
City-Wide Foreign Language Examinations, Level II

PART I: ORAL ABILITY, **to be determined by the teacher's estimate of a pupil's total oral performance for the entire term. 10 credits.**

Encircle the language to which this rating refers: FR______ SPAN______ GER ______
Pupil's Name ________________________ Date ______
Teacher's Name ________________________ Language Class ______
Junior H.S. No. & Boro ________________________ Senior H.S. ______

DEFINITIONS: 1. *Quality* pertains to pronunciation, intonation, pitch, stress, phrasing, juncture and fluency.

2. *Aptness* pertains to promptness, correctness and appropriateness of responses and rejoinders in the light of directions given, questions asked, statements made and situations indicated.

3. *Echo Ability* pertains to the quality of the pupil's oral reproduction or mimicry of words, phrases and sentences spoken by the teacher or by a recorded voice.

4. *Recitation* pertains to the quality of the pupil's oral production in oral reading, recitation of memorized dialogues and of memory selections.

5. *Drill* pertains to quality of oral production in pattern drills (repetition, substitution, expansion, etc.).

6. *Drill Responses* pertains to quality and aptness of responses in transformation drills.

7. *Directed Responses* pertains to quality and aptness of "choice," "yes-no," "cued" and directed dialogue responses.

RATING SCALE:

Unintelligible, inaudible, or no response	0
Partially intelligible	½
Intelligible but labored	1
Readily intelligible but not perfect	1½
Intelligible and with native intonation	2

DIRECTIONS: **Check one box after A and enter its numerical value in the last column on the right. Repeat this procedure for B, C, D, E. Enter the total of all five ratings at the bottom of the last column.**

QUALITY	0	½	1	1½	2	Ratings
A. Echo Ability						
B. Recitation						
C. Drills						
APTNESS						
D. Drill Responses						
E. Directed Responses						
					Total	

ORAL ABILITY RATING SCALE

nition) can also be tested either by oral responses or by objective-type quizzes, entirely in German.

The basic type of objective reading-comprehension test consists of a reading passage followed by a series of statements with a number of completions after each statement. The pupil is required to choose the one completion which is correct in the light of what is stated or implied in the reading passage. In constructing such a test, the teacher must make sure that the passage selected has sufficient content upon which to base at least five statements, each having from three to five alternative completions. At least one of the five statements should refer to the general idea or situation of the passage rather than to explicit facts therein. In devising the completions, the teacher must be careful to have only one possible correct answer among the alternatives. Care must also be taken to avoid obviously nonsensical completions which can be eliminated by the pupil without basic comprehension of the passage.

Component reading skills can be tested entirely in German and with all items in context. In the following suggestions, each question-type below requires the pupil to choose from a given list of three or four words or idioms the one which is correct according to context in a given sentence.

1. Choose the synonym (or antonym) of an underlined word in a given sentence.
   Bei der Gesellschaft haben wir uns alle gut amüsiert.
   a. *benommen* b. *erkältet* c. *unterhalten* d. *gewusst*
   Wenn er krank ist, muss er im Bett bleiben.
   a. *müde* b. *hungrig* c. *ruhig* d. *gesund*

2. Choose the word which belongs in the same class as the underlined in a given sentence.
   In unserem Garten haben wir den ganzen Sommer schöne Rosen.
   a. *Nelken* b. *Vögel* c. *Bienen* d. *Brunnen*

3. Choose the word which is defined in a given sentence.
   Man gebraucht es, um mit einem Freund in einem anderen Stadtteil zu sprechen.
   a. *den Fernseher* b. *das Flugzeug* c. *den Fernsprecher*
   d. *den Eimer*

4. Choose the word which fits the situation described in a sentence.
Marie trug ein langes weisses Kleid und hatte einen Blumenstrauss in der Hand, während Peter glücklich neben ihr ging.
a. *Staubsauger* b. *Reise* c. *Geschenk* d. *Hochzeit*

5. Choose the word whose meaning fits a blank space in a sentence.
Der ——— stand jeden Morgen um fünf Uhr auf, damit seine Kunden die frisch gebackenen Brötchen zum Frühstück hatten.
a. *Bäcker* b. *Kaufmann* c. *Fleischer* d. *Flieger*

6. Choose the word that is missing in a structure or idiom used in a given sentence.
Wir ——— heute morgen um acht Uhr aufgestanden.
a. *haben* b. *hatten* c. *wollten* d. *sind*
Er interessiert sich gar nicht ——— Musik.
a. *in* b. *für* c. *an* d. *auf*

7. Choose the idiom whose meaning fits a blank space in a sentence.
Wir haben seit gestern früh nichts zu essen gehabt, deshalb haben wir ———
a. *Durst* b. *Glück* c. *Hunger* d. *Angst*

8. Choose the idiom which would be appropriate to the situation described in a sentence.
Als die Soldaten den Feind sahen, drehten sie sich um, und liefen davon.
a. *Sie fühlten sich wohl.* c. *Sie fürchteten sich vor ihm.*
b. *Sie benahmen sich gut.* d. *Sie gewöhnten sich daran.*

Writing

Most of the previously discussed question-types for testing auditory comprehension, oral production and reading comprehension can be readily adapted to require written answers. For example, the true-false type can be broadened to include the writing of true statements for those which the pupil has marked false. The directions for oral responses can be changed to require written responses in the case of auditory and reading comprehension questions. Completion types can require either short written answers or rewriting of the entire sentence plus the completion. Other tests of writing ability are "spot" or full dictations, controlled writing, and directed composition. The latter will be discussed below under *New York State Regents Examinations.*

Tests of component writing skills can also be adapted to require written answers, using the item-types described above. After hearing the minimal-contrast series in the phonetic discrimination test (see p. 186), the pupil can be directed to write the word or phrase which the teacher pronounced last. The items of the "echo" test can first be repeated orally and then written by the pupil. The same can be done with substitutions, transformations, dialogue and directed dialogue responses. (See *Patterns for Drill*, pp. 22-29.)

New York State Regents Examinations

Providing pupil orientation to questions in comprehensive examinations is a recognized purpose of class testing programs. Although the following Regents questions appear in the German Level III examinations, they are designed to test the results of audio-lingual instruction and hence are also suitable for adaptation to other levels.

AUDITORY COMPREHENSION

This type of question consists of ten or fifteen German passages dealing with audio-lingual experiences. Each passage is preceded by a question in German. The examiner reads the question and the passage at conversational tempo. The pupils read the question and four alternative answers on their answer papers and are given one minute to choose the correct answer and to write its number in the space provided. The level and range of vocabulary, structures and idioms is determined by the content and scope of Levels I-III. The content of the passages will be similar to the topics taken up in the dialogues, intensive reading and culture study for Levels I-III. Sources for the passages may be German newspapers, periodicals, student publications, printed texts of broadcasts, and textbooks or review books containing audio-comprehension exercises. The passage should deal with a central theme or situation and its length should not exceed fifty words. Avoid the following: anecdotes in which comprehension depends on a single key word or "punch line," complex structures not characteristic of spoken German, and exotic words or names that are not recognizable audially. Classify the passages as Easy, Medium, Difficult, and arrange them in order of increasing difficulty.

DIRECTED COMPOSITION

This type of question consists of a number of directions, given in English or in German, in which pupils are directed to tell, ask, say, describe or explain something in German to another person. The directions are designed to elicit a series of German sentences related in context. Example: *Write a letter to your friend, Charles, telling him about your vacation plans. Include the following in your letter:*

a. Ask him how he is feeling.
b. Tell him you are going to spend your vacation in Germany.
c. Ask him if he has ever visited that country.
d. Briefly describe at least two interesting sights or places that you expect to see in Germany.
e. Explain why this trip means so much to you.

In constructing a question of this type, the teacher must make sure that the topic is within the real or potential experience range of pupils in a particular level and that the vocabulary, structures and idioms needed for answering have been taught for active use. If the directions and outline are given in English, the pupils should be told that the purpose of this question is not to translate the exact words given in the outline but to use appropriate expressions in German that will best convey the suggested ideas.

Other types of New York State Regents questions are: (a) written answers to oral questions, read by the examiner; and (b) rejoinders to oral statements. Rejoinders may either be written out, or selected from multiple choices. In general, the trend of developments in the Regents Examinations is to require more active knowledge; e.g., a greater percentage of complete written responses, or written completions, and fewer multiple choices.

College Entrance Board Examinations

The College Entrance Examination Board (CEEB) has two types of German tests: the *Achievement Test,* which is administered only at College Board test centers several times each year, and the *Supplementary Achievement Test* for listening-comprehension, which is not given at College Board test centers but is made available to secondary schools for administration to their students on a specified date.

The same German achievement test is taken by all candidates regardless of whether they have studied German for two, three or four years. Scores on these tests are reported on a standard 200 to 800 College Board scale. Interpretation of these scores, and percentile ranks for students with different amounts of study, are available in CEEB publications.

Although question types may vary from year to year, the most common types appearing on recent College Board German tests are as follows:

GERMAN ACHIEVEMENT TEST. (a) SITUATIONS, in which a situation is described followed by four or five remarks, one of which is to be indicated as most suitable in the light of that situation; (b) USAGE, which tests correct use of words, sentence structure and idioms; (c) VOCABULARY-IN-CONTEXT, which tests knowledge of the precise meaning of words and phrases; and (d) READING COMPREHENSION, which is based on passages of 100-300 words and which tests facts or details mentioned or implied in the passage, or referring to the total meaning of the passage. All of the above questions are of the multiple-choice type.

GERMAN SUPPLEMENTARY ACHIEVEMENT TEST. (LISTENING-COMPREHENSION) As described in the College Board booklet, this test has 3 types of questions, all of which are pre-recorded on tape. Responses are selected by the student from multiple choices printed in the test booklet. The 3 types of questions are: (a) SPOKEN QUESTIONS, with multiple choice answers; (b) BRIEF CONVERSATIONS, with locations or speakers to be chosen from four possible answers; and (c) SHORT SPOKEN PASSAGES, followed by a series of spoken questions, with one of the multiple choices printed in the booklet to be selected by the student.

Further information regarding the *College Board Achievement Tests* and the *College Board Supplementary Achievement Tests* may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

The MLA Cooperative Foreign Language Tests

These tests are designed to measure the four language skills at two levels of competence (L and M). Level L is designed for students with one to two full years of study in secondary school; or one to two semesters of study in college. Level M is designed for students with from three to four full years of study in secondary school; or three to four semesters of study in college.

The measurement of listening-comprehension and of speaking ability involves the use of pre-recorded tapes furnished with the tests. The listening-comprehension tape comprises single utterances, brief conversations, oral passages, telephone conversations and dramatic scenes. Responses are recorded by the student via multiple choice in the test booklet. The speaking test tape contains instructions and oral stimuli. In addition, visual stimuli appear in the test booklet. The student is required to echo what he hears, to read aloud, to answer questions based on pictures, and to describe both single and serial pictures. The student's responses are recorded on tape, and later evaluated by the teacher in accordance with a series of complex rating scales. Since most teachers cannot cope with this complexity, recorded tapes may be sent to the Educational Testing Service for scoring by experts. A fee is charged for this service.

The measurement of reading skill involves comprehension of words, phrases, sentences and passages. Among the types of questions are completions, and multiple choices. Writing skills are tested by requiring the student to write both directed and free responses. Question types include fill-ins, structural recasting, and rewriting of paragraphs and dialogues.

The time required for testing the four skills is divided as follows: listening-comprehension, 25 minutes; speaking, 10 minutes; reading, 35 minutes; writing, 35 minutes; a total of 105 minutes. To this must be added the time for rating and scoring, which is considerable. *The MLA Cooperative Foreign Language Tests* would seem to be suitable for a comprehensive testing program on which department chairmen and teachers must be prepared to spend considerable time. Departmental briefing sessions are necessary for studying directions on how to administer these tests, how to score them and how to interpret the results. Additional time is also needed for setting up audio-active facilities so that each student to be tested may be able to listen to taped instructions and stimuli, and to record his responses on tape.

Complete descriptions of these tests may be obtained by writing to the Educational Testing Service, Cooperative Test Division, Princeton, New Jersey.

EVALUATION

The following outline of the characteristics of an effective foreign language program is intended to be of help to teachers, department chairmen, coordinators, and principals concerned with foreign language instruction. The general and specific aims of foreign language instruction are given in detail at the beginning of this curriculum bulletin and at the beginning of each level. Matching these aims against the practices listed here and the results of instruction should enable teachers and supervisors to assess the effectiveness of the overall foreign language program.

The practices outlined below cannot, of course, all be observed in a single class period. They should, however, play an important role in the total foreign language program observed over a period of time.

Teaching Conditions

THE CLASSROOM

1. The classroom appears to be a "cultural island" with appropriate exhibits, posters, pictures, photographs, proverbs, travel folders, and maps illustrating various aspects of the foreign language and its culture.
2. There are many chalkboards available on the walls of the classroom (including the rear wall).
3. All exercises written on the chalkboards have brief headings in German.
4. There is a class bulletin board for the display of news items and pictures of current interest from German newspapers and magazines. Displays are not more than a week old.
5. The German classroom is equipped with a tape recorder, a phonograph, and a combination slide and filmstrip projector.
6. The room is equipped with dark shades and a motion picture screen.
7. German dictionaries, periodicals, newspapers, and reference books are available to all students.

THE LANGUAGE LABORATORY

1. The laboratory provides for the largest number of students a class is likely to contain.

2. Some student positions provide for recording by students and for playback of what has been said.
3. There is adequate provision for the storage of tapes and other equipment in the room.
4. A program of preventive maintenance of electro-mechanical aids provided at regular intervals is available.
5. The laboratory is used only for language classes and is located in a quiet sector of the building.
6. The positions at which the students sit are provided with places for books and papers so that students may write.
7. The laboratory is available for each student at least once a week, and more often when possible. The laboratory period is never more than half the time of a regular class period.
8. The laboratory is constantly supervised by a responsible person.
9. At early levels the tapes used in the laboratory contain materials that have first been presented in class.
10. At higher levels the laboratory provides opportunities for presenting to the ears of the student authentic recordings that have cultural and literary value.
11. When possible, time allowance is given to teachers for the preparation of tape scripts and tapes.
12. The language laboratory plays a role in the testing program.

THE TEACHER'S PROGRAM

1. The teacher is given no more than two preparations daily, when possible.
2. The teacher teaches no more than three classes consecutively.
3. Preferably, the teacher meets all his classes in the same room.
4. Only specially qualified teachers are given difficult assignments.

OPPORTUNITIES FOR TEACHER AND STUDENT GROWTH

1. Experimental programs and demonstrations of new teaching techniques are encouraged.
2. Arrangements are made for interschool visits and teacher exchanges.
3. Foreign travel for foreign language teachers is encouraged.
4. Provision is made for teachers to attend professional meetings.
5. Attendance of teachers at NDEA Institutes is encouraged.
6. Teachers are given time to prepare suitable classroom and laboratory materials for their students.
7. Teachers are encouraged to participate in study groups and workshops.

8. Outstanding achievement in German by students is recognized with awards comparable to honors in other subject areas.
9. Students are encouraged to correspond with students living in Germany.

Organization

RECRUITMENT

1. All teachers of German classes hold a license in the subject.
2. German instruction is available to all students who can profit from such instruction.
3. Students who find that they are unable to continue to study German with profit are permitted to withdraw.
4. Guidance counselors are well informed on the subject of the foreign language program.
5. Students begin only one foreign language at a time.
6. Students of foreign background are encouraged to study their mother tongue.

CURRICULUM

1. Courses are established which aim at a six year sequence on the secondary school level and a three year sequence on the elementary school level.
2. In planning pupils' programs, attention is given to the avoidance of long gaps between the end of foreign language study in high school and the beginning of foreign language study in college.
3. The school's course of study does not slavishly follow a commercially prepared text when such text deviates from the requirements of the New York City Foreign Language Program.
4. Courses emphasize the use of German for communication in this order: listening comprehension, speaking, reading, and writing.
5. Courses utilize the German language resources of the community.
6. A sequential and continuous program is provided.
7. There is satisfactory articulation both downward and upward.
8. There is a long sequence in one foreign language rather than short sequences in two.
9. If the school has a large total enrollment, provision is made for teaching some of the less commonly taught languages.
10. There is adequate provision for the use of audio-visual aids.
11. Special classes are programmed to meet the needs of advanced and academically talented students.
12. Teachers are provided with definite departmental courses of study and units of work.

The Teacher

1. Has a fluent command of the German language, especially of its sound system.
2. Avoids excessive talking.
3. Uses German almost exclusively.
4. Plans every lesson very carefully and keeps written lesson plans.
5. Presents a good example to the class, in neatness of attire, dignity, posture, and bearing.
6. Is a stimulating personality.
7. Is respected by the students and is in complete control of the classroom situation.
8. Is friendly, cheerful, courteous, and helpful.
9. Carefully explains what is required of students and insists that they meet the standard set.
10. Is able to adapt the textbook used in accordance with the requirements of this curriculum bulletin.
11. Is patient, generous, and fair; possesses a good sense of humor without descending to undue familiarity or cheap humor.
12. Speaks English clearly and correctly.
13. Has a pleasant voice of sufficient volume to be heard anywhere in the classroom.
14. Welcomes visitors to the classroom and is receptive to constructive supervision and criticism.

The Students

1. Are interested and attentive throughout the class period.
2. All participate in the lesson spontaneously.
3. Communicate actively with each other in German under the direction of the teacher.
4. Are courteous and helpful toward the teacher and fellow students.
5. Stand at their seats when reciting.
6. Recite in a clear and audible voice.
7. Speak both German and English correctly.
8. Are erect in posture when sitting or standing.
9. Are neat in all their written work.
10. Correct each other's work constructively and spontaneously.

The Quality of Instruction

1. Lessons are well planned and timed so that they are taught within the class period without undue haste.
2. Students are provided with opportunities for using German in

meaningful situations. There is a maximum use of German at all times. English is used only when absolutely necessary.

3. New structures are presented and drilled by means of pattern practice.
4. Both analogy and analysis are used as devices in teaching grammatical structures. There is a maximum of drill to automatize responses and a minimum of theoretical explanation.
5. Pupils are expected to master the sound system of the foreign language in functional expressions before learning to read and write it.
6. Instruction aims at developing the ability of direct auditory and reading comprehension, without translation into English.
7. The classroom use of disc and tape recordings is a regular part of the course.
8. Various visual aids are used to teach and drill vocabulary and to promote conversation in German.
9. The cultural aspect of the study of German is integrated with the linguistic aspect.
10. German is used in situations appropriate to the age and experience of the students.
11. In testing, performance in German is stressed.
12. Errors in pronunciation and intonation on the part of students are promptly corrected.
13. First choral and then individual responses are elicited.
14. Reading is taught at the beginning as a natural outgrowth of audio-lingual experiences.
15. A variety of drills and activities is used in a single period.
16. Drill exercises are well graded and progressive in difficulty.
17. Homework assignments are clear, meaningful, and provide for individual differences.
18. Writing skills are taught through copying, dictation, completion exercises, written answers and rejoinders, and compositions.
19. Instruction is maintained at a lively pace.
20. In the elementary phases of the program, instruction is based on the use of dialogues and mimicry-memorization techniques.
21. Adequate provision is made for the review of learned material at appropriate intervals.
22. Language skills are regularly and appropriately evaluated.
23. Comprehension is always checked in student responses.
24. Adequate provision is regularly made for remedial instruction.
25. Class work and laboratory drill are well integrated.

26. Every lesson is properly motivated.
27. The distribution of books and materials, the collection of homework, and other housekeeping chores are well routinized.
28. While some students are writing on the chalkboard, other activities are carried on by students at their seats.
29. Questions are clearly formulated; they are put to the entire class and time is allowed for thinking; individuals are then called upon by name.
30. Questions are well distributed so that all students have an opportunity to recite.
31. Before the close of the class period, the main points of the lesson are summarized briefly.
32. The teacher does not cling closely to the textbook, but often makes use of lively, well prepared exercises of his own invention.

Part Four

EXPANDING HORIZONS IN FOREIGN LANGUAGES

THE ADVANCED PLACEMENT PROGRAM

In keeping with the national interest in strengthening all areas of American education, and in the interest of the individual gifted pupil, the Advanced Placement Program is offered in foreign languages to stimulate selected pupils and teachers to higher achievement.

This program may be elected in the senior year by specially gifted pupils in foreign language who have completed Level III of the four year sequence or Level IV of the six year sequence.

Advanced Placement Programs will be offered in those schools in which a sufficient number of gifted and ambitious pupils warrant such special provision. The students concerned are given an opportunity to do college level work and to take the Advanced Placement Examinations. Passing of these examinations may enable these students to receive college credit or be placed in advanced courses in college, or both.

Selection of students for the college level course is based on a number of criteria: the student's proficiency in German, his native ability, his general scholastic achievement, recommendations of his teacher and guidance counselor regarding the student's maturity, his emotional balance and health, and the parents' consent. An important factor is the student's eagerness to take the course, not so much for the credit, but to be able to do work on a high level. The selection of the teacher should be governed by his interest in the program, his readiness to work on a college level, and his professional background. Moreover, he should be fluent in German, have a broad knowledge of its culture and literature, and possess the ability to present and interpret German literature on a college level.

Differences between Level V and the Advanced Placement Program may be found in content, certain aspects of method and in achievement expected of the student. With respect to content in the Advanced Placement Program, more difficult and mature materials will be chosen and there will be greater study in depth. The method in the Advanced Placement Program will be predicated upon more frequent and more extensive lecturing, class discussions to elicit penetrating analysis and to stimulate interpretation, and a greater amount of independent work by the pupils. A higher quality of performance will be expected of the Advanced Placement student.

The two basic objectives of the course are an increased competence in the use of German, and a knowledge of German literature and the culture of Germany. The Advanced Placement Program syllabus states that upon completion of the advanced course, the student should have attained the ability "to understand what an educated native speaker says when he is speaking at normal speed on a subject not unduly specialized," and the ability "to speak with an acceptable pronunciation and with a command of vocabulary and syntax sufficient for a sustained conversation on a general subject." With regard to the content in literature and culture, the Advanced Placement Program syllabus states: "Knowledge of the literature and culture involves an acquaintance with representative works significant for their content and literary values, and the ability to read with understanding and appreciation. The student should be able to comprehend the situations, emotions, ideas and implications of works which might be read in a college course in literature and to relate such works to their historical and cultural setting." Moreover, he should be able to write freely and accurately on subjects that fall within the range of his experience.

Schools contemplating the establishment of Advanced Placement courses should consult the bulletins listed below which give detailed information regarding administration of the course, selection of pupils, qualifications of teachers, description of course content, examinations, credits, useful reference lists for teachers and pupils, and other helpful suggestions designed to afford an enriched experience and a high level of achievement for gifted and able students.

1. *Advanced Placement Program Course Descriptions.* Copies of this booklet may be ordered from the College Entrance Examination Board, Educational Testing Service. Box 592, Princeton, New Jersey. Price: $1.50
2. *Advanced Placement Program in German.* New York State Education Department. Bureau of Secondary Curriculum Development. Albany, New York.

NOTE: Many of the techniques and devices suggested in this curriculum bulletin for Level IV in connection with the four skills, literary appreciation and culture, should be of value to the teacher of the Advanced Placement Program. Additional suggestions may be found in the chapter on Level V in the French course of study.*

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*Board of Education of the City of New York. *New York City Foreign Language Program for Secondary Schools: French, Levels I-V.* Curriculum Bulletin No. 2 a, 1965-66 Series (New York, 1966).

TEAM TEACHING

Team teaching is a type of staff collaboration in which two or more teachers are teamed for some aspects of the instructional program. The teachers are jointly responsible for the instruction of all children in their respective classes in whatever curriculum content is selected for team teaching. Each teacher is also responsible for his own class. Team teaching provides a means of pooling the talents of teachers in planning and carrying out learning experiences. It also gives the pupils a periodic change of pace and exposes them to different teacher personalities.

Team teaching is characterized by large and small-group instruction. For example, one teacher may take two classes for a lecture, demonstration, film or trip, while the other spends the time tutoring a small group. Large and small-group instruction also provides time for the relieved teacher or teachers to plan lessons, prepare teaching materials, arrange special programs, etc.

Experience has demonstrated that certain pre-conditions must be met before team teaching can be fully successful:

1. The programming of two or more classes which will be parallel in time, language and grade.
2. The assignment to these classes of teachers who have varied abilities and who possess qualities of personality and temperament that make for effective teamwork.
3. The provision of rooms or halls big enough to seat two or more normal-sized classes as a group.
4. The drawing up of lesson plans, teacher-class charts, and time schedules for an entire unit of team teaching.
5. The design and construction of suitable tests and other instruments for evaluating the team teaching program.

Assuming that these conditions exist, how can we profitably engage in team teaching in the field of foreign languages? A team of two or more teachers (with varying leadership according to the topic of the lesson and teacher talent) can prepare thoroughly for lectures which may include the use of the opaque projector and pictures, the overhead projector and transparencies, taped material and tape recorders, phonographs and discs, or the sound projector and films.

The emphasis on the development of audio-lingual skills demands so much time that the teaching of the foreign culture frequently tends to be neglected or to be carried on in English. Team teaching, on the other hand, will permit the careful preparation of lecture-scripts with vocabulary, so that the lectures can be delivered in the foreign language. The benefits of these lectures extend to all the pupils in that they gain in language as well as in information and appreciation.

Team teaching would also enable the members of the team to prepare well-graded pattern drills, scripts and tapes for language laboratory use, duplicated exercises, review materials and tests, as well as visual material for display or projection on a screen.

Through large-group teaching, the teacher who is most expert in the demonstration and explanation of structures can take over two or more classes so that eventually all students in a given grade of a language can profit from superior teaching. The other teachers will also profit through the preparation and observation of such lessons.

Some aspects of language learning, such as the development of good pronunciation, conversational skills and reading and writing ability, do not lend themselves as well to team teaching except as they may be taught in small groups by teachers relieved as the result of large-group formations. This is generally true of those aspects of language learning in which intensive individual performance and correction are necessary. However, team teaching can be used profitably in a program of foreign language instruction if there is resourceful programming of teachers and students, and if the aforementioned preconditions are met.

PROGRAMMED INSTRUCTION

Programmed instruction is based on a carefully integrated psychological rationale. There are three essential features which must be present in a course to make it authentic programmed instruction.

1. Programmed instruction must be based upon an adequately detailed specification of the "terminal behavior" (that is, new skills, knowledge, or response tendencies) which the programmer desires to produce in the students taught by the program.
2. The material of instruction must be organized and presented in a carefully designed sequence of steps so that each step is made easier by virtue of the material learned in previous steps.
3. The student must have an opportunity to test his mastery of each critical step as he proceeds through the program; that is, the program must be so constructed that correct responses are promptly confirmed and the student is led to understand and correct wrong responses.

In the conventional classroom the teacher cannot effectively employ the three essentials of programmed instruction. As a result, special devices have been introduced to present the programmed material to the learner: teaching machines, self-tutoring courses, programmed textbooks, etc. These devices in themselves are of minor importance. The effectiveness of programmed instruction will depend almost entirely on the teaching materials.

In its construction and application, judging from the 21 programmed courses in foreign languages available in September 1963, a programmed course has the following features:

1. The material is graded into small, easy steps that can be taken by the student one at a time with a minimum of error.
2. The program requires the student to be active by responding to every new item.
3. The program is to be used by each student individually.
4. Programmed learning provides for immediate reinforcement by supplying the correct answer after each response.
5. In programmed learning there is the merging of teaching and testing into one single process.

In addition, since audio-lingual competency is now a recognized prime goal in language learning, it would appear that no programmed course in foreign languages can claim to be effective unless it makes provision for auditory practice (through tapes) and for oral student responses (through an audio-active microphone).

At this early stage in the history of programmed instruction, very little has been done about the evaluation of programs. However, two modest investigations conducted in New York City yielded some interesting, if tentative, conclusions. In 1962 a programmed course in *Introductory Spanish* was tried out with a class of beginners in a New York City public high school. The course was conducted in a fully-equipped language laboratory with 36 positions. The course was used for about 30 class sessions of 40 minutes each. It was used (as recommended by the author of the course) in conjunction with a non-programmed course. The programmed course had to be abandoned for reasons stated below.

Another study of a programmed course in *First Year Spanish* was conducted in conjunction with the Board of Education Programmed Audio-Visual Evaluation Project. This course was not tried out in a class with students. It was evaluated by three teachers and supervisors of Spanish who read through the entire course (designed for 50 to 85 hours of classroom time), listened to one-third, and spot-checked the remaining tapes of the course. These two New York City investigations arrived at the following conclusions:

1. Programmed instruction designed to be used by individual students at their own pace assumes continuously renewed student motivation which will sustain student attention, interest and activity throughout the course. The majority of high school students, however, seem to need constant teacher-induced motivation, encouragement and prodding.

2. The material in the programmed courses is organized along logical rather than psychological lines. Words are introduced for phonetic reasons (*mono, mozo, oso*), structures for linguistic reasons rather than on the basis of situations. This approach fails to capitalize on student interest in student-centered activities.

3. The pace of the course and the rate of introduction of new material tend to "insult the intelligence" of many students. This is one of the chief reasons why the course in *Introductory Spanish* had to be abandoned with the high school class. The class was so far ahead with the regular textbook which was used concurrently two or three times weekly, that the material presented by the slow, plodding programmed course was pointless and a waste of time.

4. Optimum use of a taped programmed course requires that each student operate a tape recorder equipped with a pedal for instant start and stop. At time of publication no New York City public school language laboratory is so equipped. It would be very expensive to provide each laboratory with such equipment. Furthermore, one laboratory cannot meet the needs of all the foreign language students in a school.

Fernand Marty developed a *Programmed Course in Basic French* which dispenses with an instructor entirely. After one year's trial, he lists the following drawbacks:

1. Students missed the teacher-student relationship.
2. Reinforcement by a machine is not sufficient to provide high motivation.
3. The machine program failed to produce pronunciation as adequate as could be attained by a teacher supplemented by tape-recorded drills.
4. Too much time was consumed in detecting errors, and there was also a failure to detect errors with sufficient accuracy.
5. A self-instructional program cannot provide for self-expression.
6. Students felt the need of a book or other material to supplement the self-instruction in the language laboratory.
7. Students were dissatisfied with communicating only with a machine.

In the light of all these findings, it would appear that programmed foreign language courses now available are not suitable for use in our New York City classrooms. It is quite conceivable that properly constructed programmed courses can be devised to fill the need for individual remedial work, or independent advanced work by highly motivated students. Such courses would be most useful if they were divided into separate units, each unit treating a particular phase or segment of pronunciation, structure, vocabulary, etc. If such units could be closely related to the material used in the regular course, the promise of the proponents of programmed instruction might then be realized, namely, "to free the teacher from the purely mechanical drill work," and make it possible for him "to teach students to use with art the skills which they have mastered through science."

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